

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Inspire School of Arts and Sciences

CDS Code: 04 61424 0120394

School Year: 2022-23

LEA contact information:

Becky Brown

Principal/Superintendent

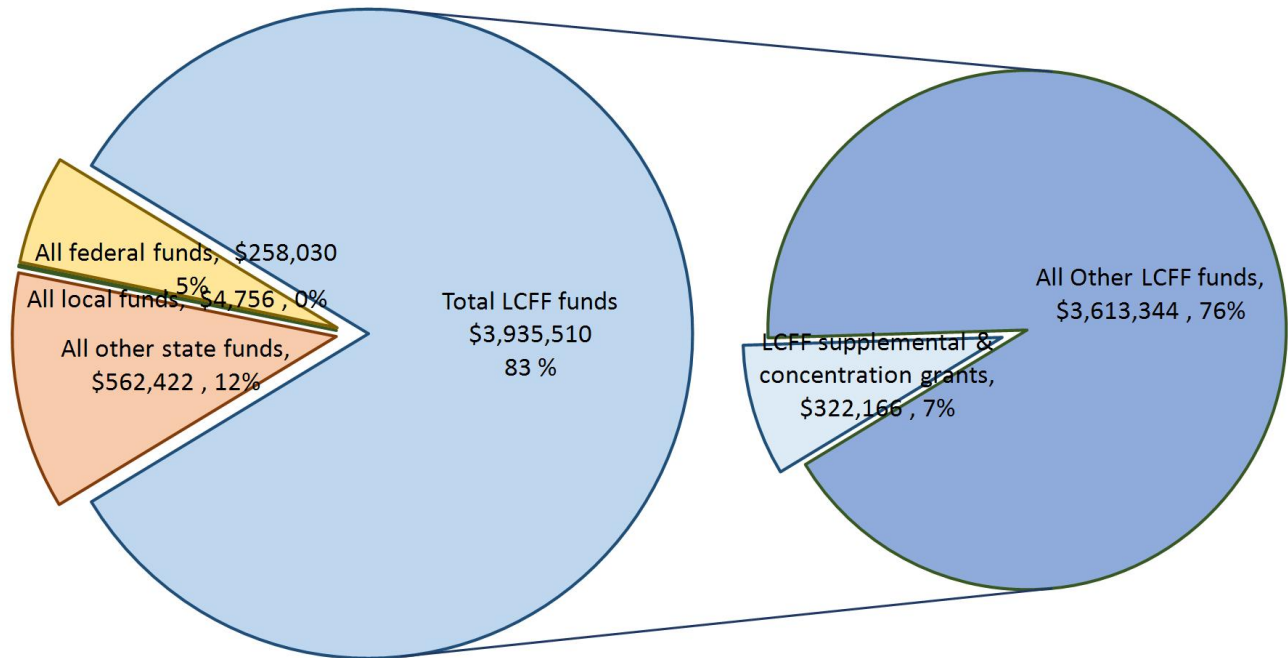
bbrown@inspirechico.org

5308913090

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 2022-23 School Year

Projected Revenue by Fund Source



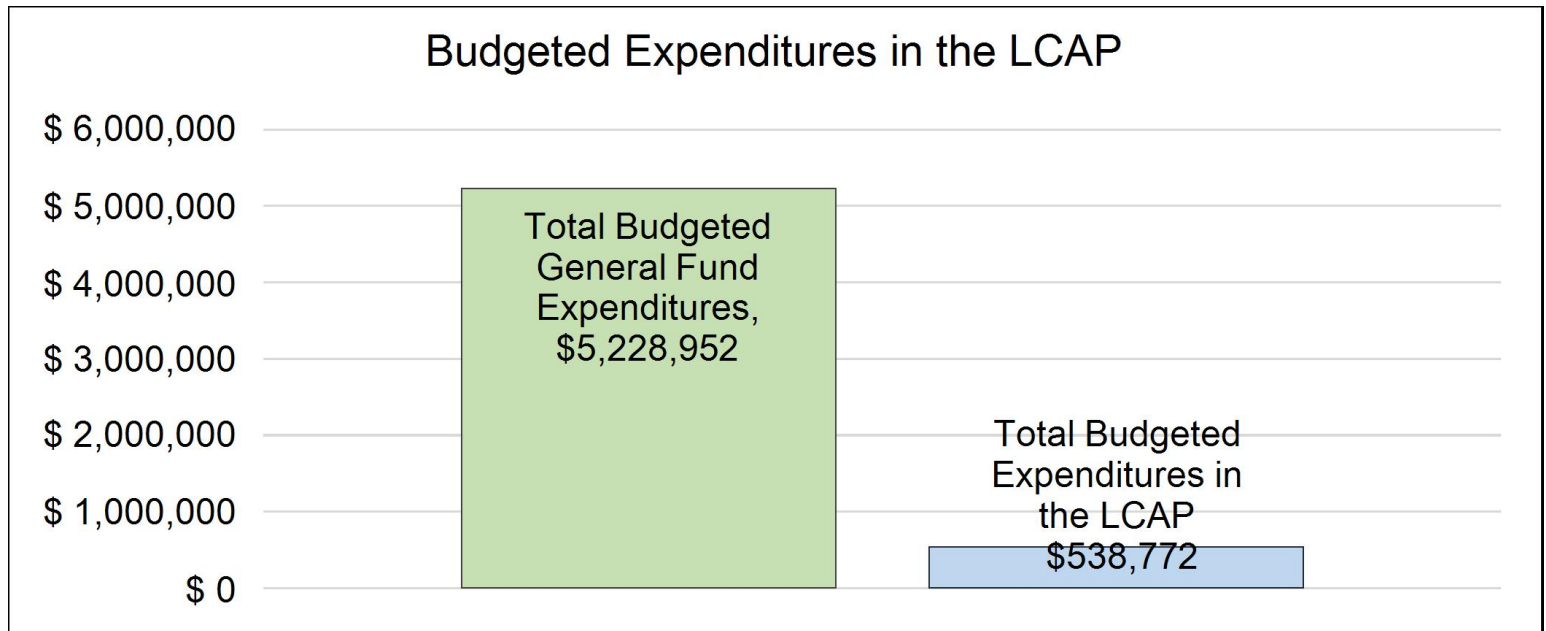
This chart shows the total general purpose revenue Inspire School of Arts and Sciences expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Inspire School of Arts and Sciences is \$4,760,718, of which \$3,935,510 is Local Control Funding Formula (LCFF), \$562,422 is other state

funds, \$4,756 is local funds, and \$258,030 is federal funds. Of the \$3,935,510 in LCFF Funds, \$322,166 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Inspire School of Arts and Sciences plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Inspire School of Arts and Sciences plans to spend \$5,228,952 for the 2022-23 school year. Of that amount, \$538,772 is tied to actions/services in the LCAP and \$4,690,180 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

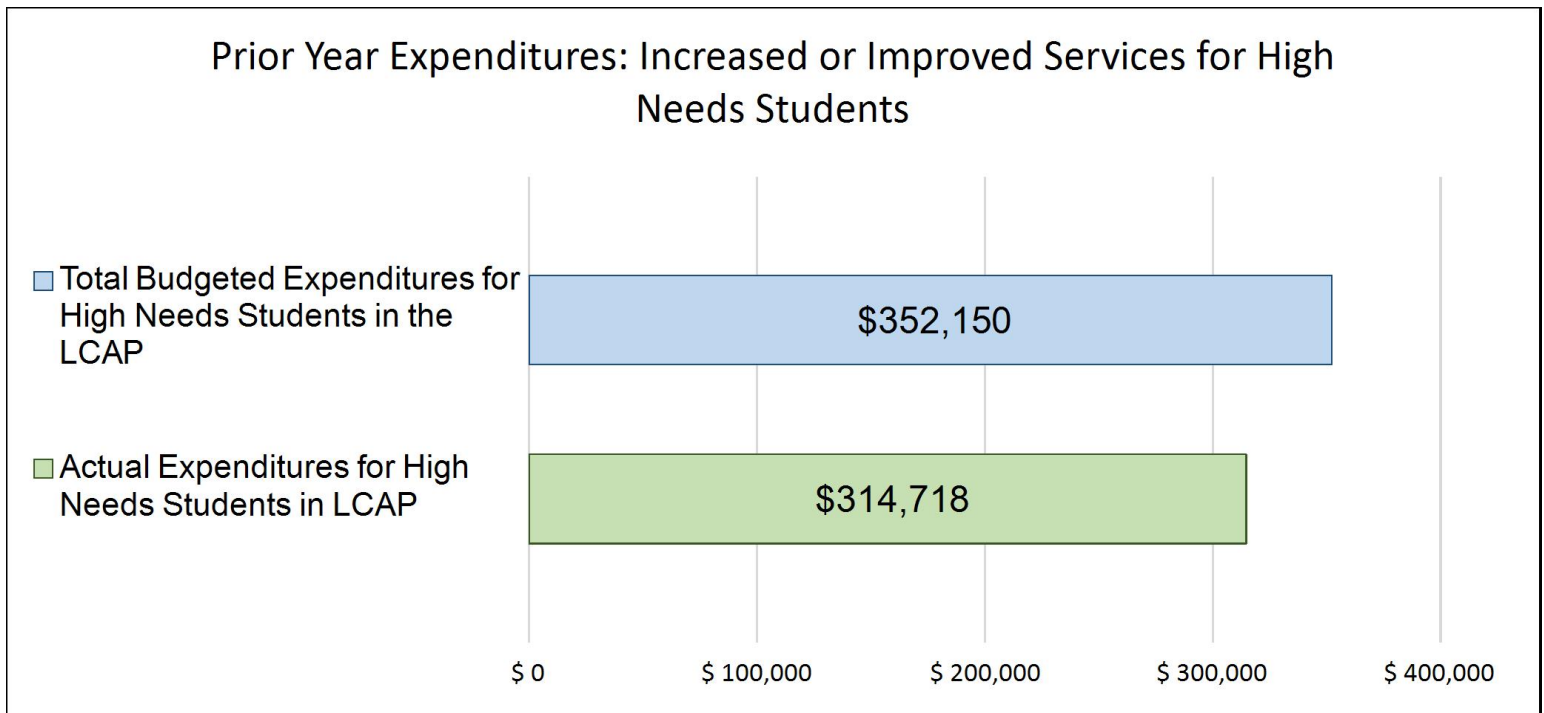
The portion of the budget not included in the LCAP is focused on services supporting all students, along with numerous sources of restricted funding that have their own specified requirements.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Inspire School of Arts and Sciences is projecting it will receive \$322,166 based on the enrollment of foster youth, English learner, and low-income students. Inspire School of Arts and Sciences must describe how it intends to increase or improve services for high needs students in the LCAP. Inspire School of Arts and Sciences plans to spend \$322,166 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Inspire School of Arts and Sciences's LCAP budgeted \$352,150 for planned actions to increase or improve services for high needs students. Inspire School of Arts and Sciences actually spent \$314,718 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-37,432 had the following impact on Inspire School of Arts and Sciences's ability to increase or improve services for high needs students:

We budgeted more than required to allow for unforeseen changes. We actually provided needed services to high need students in exceed of our required services.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Inspire School of Arts and Sciences	Becky Brown Principal/Superintendent	bbrown@inspirechico.org (530) 891-3090

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Over the course of the last year, all educational partners—including parents, teachers, school staff, and students—were engaged in the development of our school plans, including those funded through the Budget Act of 2021. Throughout the year, we elicited educational partner feedback through surveys conducted with staff, students, and parents to better understand the needs of our students. We have also held bi-monthly meetings with parents to outline our goals and student outcomes, and to offer opportunities for input. On April 29, 2021, the Principal met with parents for our 2021-22 Inspire School Planning meeting. At that meeting, we outlined Inspire’s student outcome data, goals, and identified strategies for meeting our students’ academic, social, and emotional needs. In Spring, Inspire administrators met with smaller school staff teams to elicit feedback on student needs and to draft plans for utilizing state and federal funding toward mitigating the adverse effects of the pandemic on student learning. These teams included our MTSS (Multi-Tiered Systems of Support) Team, the Math Department, and our Advisory Team to analyze student data, research best practices, and put in place effective strategies to support student learning needs, particularly for our low-income students and those at risk of not graduating. The Principal also met with both classified and certificated school staff on April 13 to present the draft school plans for further analysis and feedback. Finally, the Principal held a meeting with students on April 29, presenting our school plans and eliciting feedback about what students felt they most needed in order to successfully recover from the effects of another pandemic year.

Input from our educational partners revealed four essential areas of focus that helped us develop and/or revise our school plans: 1) Provide outdoor learning opportunities that allow students to safely engage in performing arts instruction, 2) Increase staffing to support student mental and physical health needs, 3) Provide opportunities for expanded learning and credit recovery, 4) Enhance technology-based teaching and learning.

Funding from sources provided through the Budget Act of 2021 has been directed toward these key areas of focus, as reflected in the following plans posted to the Inspire School of Arts and Sciences website:

-2021 Expanded Learning Opportunities Grant Plan (https://www.inspirechico.org/wp-content/uploads/2021/06/2021_Expanded_Learning_Opportunities_Grant_Plan_Inspire_School_of_Arts_and_Sciences_20210601.pdf)
-2021 Educator Effectiveness Block Grant Plan (https://drive.google.com/file/d/1VBGp_tnoWf-1HotAJxGAj95Lc2q1itg/view?usp=sharing)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Inspire School of Arts and Sciences does not have an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In developing our plan for ESSER III funding, Inspire utilized feedback gathered from our educational partners over the course of the last year--students, parents, and both classified and certificated staff--to develop action items targeted to meet our students' academic, social, and emotional needs and aligned to the goals listed in our LCAP (see Section 2, Engagement for Budget Act of 2021).

Input from our educational partners revealed four essential areas of focus that helped us develop and/or revise our school plans: 1) Provide outdoor learning opportunities that allow students to safely engage in performing arts instruction, 2) Increase staffing to support student mental and physical health needs, 3) Provide opportunities for expanded learning and credit recovery, 4) Enhance technology-based teaching and learning.

In addition to feedback from partners within our own community, Inspire also reached out to partners from regional education agencies for help in utilizing school funding effectively to support our most challenged students. In November, the Principal reached out to the following organizations: 1) El Dorado County SELPA for feedback regarding the needs of students with disabilities, 2) Butte County Office of Education's Coordinated District Support team for feedback regarding the needs of students of color, and 3) Butte County Office of Education's School Ties and Prevention team for feedback regarding the needs of homeless and foster youth. The advice we received from these liaisons helped us modify our upcoming community engagement plans to include feedback from smaller focus groups of students and families of color. We will also utilize feedback gathered from homeless student partners in our county to set aside a greater percentage of funding for transportation and technology access.

Funding from sources provided through one-time federal funds has been directed toward these key areas of focus, as reflected in the 2021

ESSER III Expenditure Plan posted to the Inspire School of Arts and Sciences website (<https://www.inspirechico.org/wp-content/uploads/2021/10/2021-ESSER-III-Expenditure-Plan.pdf>).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Inspire School of Arts and Sciences' plan for implementing the ESSER III funding includes the following actions and updates:

- 1) Outdoor Performance Spaces - Provide access to outdoor performance spaces that allow for students to safely engage in performing arts learning opportunities
 - Inspire has purchased digital tablets and accessories, tents, audio equipment, and specialized lighting that has allowed students to access learning in the performing arts safely outdoors. Students have had the opportunity to perform in outdoor productions in vocal music, instrumental music, theater, musical theater, and dance for audiences of families and community members with enhanced COVID-safety measures.
- 2) Staffing for crisis counseling, case management, and contact tracing - Increase staffing to support student physical and mental health needs, including a dedicated crisis counselor, social worker, and contact tracer
 - Inspire hired a 0.3 FTE dedicated crisis counselor to provide support for students with urgent mental health needs. Because our school counselors also provide academic counseling, they are often stretched thin to meet with students experiencing serious mental health issues. This has allowed the school to offer timely help for students who need support in coping with mental or emotional crises, or who need ongoing Tier 3 supports for their mental health.
 - Inspire has also hired a 0.3 FTE social worker who meets weekly with students in need of case management. She provides an essential connection between the student, his or her teachers, parents, and community resources.
 - Inspire has hired a 1.0 FTE contact tracer who also provides support as a health aide. She has not only provided the case tracking necessary for keeping students COVID-safe on campus, but has also functioned as a crucial support in the health office to meet the increased needs of students with physical health challenges.
- 3) Technology-based learning - Enhance access to technology-based learning for students learning from home
 - Inspire has utilized the ESSER III funding set aside for technology-based learning by purchasing Chromebooks that have allowed Inspire to maintain a 1:1 ratio of personal device per student. Both those learning at home and on campus can access Schoology, Edgenuity, Aeries, and other software and applications necessary for successful online learning.
- 4) Improved ventilation - Upgrade HVAC systems to meet CDPH recommendations for COVID-safe learning environments
 - All spaces on campus have been equipped with HVAC systems that meet the CDPH recommendations for COVID-safe ventilation, including hospital-grade MERV 13 air filters that are changed regularly.
- 5) Independent Study - Provide independent study and credit recovery options for students unable to access in-person learning
 - Inspire has increased the number of Independent Study and credit recovery sections to accommodate the increased need for students this year. Our independent study teacher has worked closely with administrative staff and counselors to ensure Inspire's

Independent Study program is compliant with AB 130 regulations and capable of serving all students in need of online learning options.

6) Math tutors - Provide trained tutors in study hall classes in order to deliver one-on-one support for students in need of math review and/or reteaching

- Inspire is still in the process of working with math teachers to plan and implement a math tutoring program. This year, teachers continue to have decreased capacity for taking on new initiatives, and while the tutoring program promises to lift some of the burden of meeting student needs, putting the elements in place requires time and effort from the math team. Inspire plans for a meeting in early January of the math team, administrators, and the registrar to plan a process for identifying students in need of this support, hiring and onboarding qualified tutors, and implementing during the school day in Study Hall classes. The goal is to put tutors in place by early February of 2022.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Inspire School of Arts and Sciences is utilizing its fiscal resources received for the 2021-22 school year in a manner that is targeted to meet students' academic, social, and emotional needs; cohesive across funding sources; and aligned with the goals in our 2021-22 LCAP and Annual Update (https://drive.google.com/file/d/1YjecaUun7QS_bfFzvw5WDRZaiyznV4kV/view?usp=sharing).

ESSER III Expenditure Plan (<https://www.inspirechico.org/wp-content/uploads/2021/10/2021-ESSER-III-Expenditure-Plan.pdf>):

- 1) Outdoor performance spaces - This action aims to increase opportunities for students to engage in learning in the performing arts outdoors, thus enhancing COVID-safety. This planned action aligns with our LCAP Goal 2, Action #1 on p. 10 to enhance CTE Pathways in performing arts, theater, musical theater, vocal music, instrumental music, and dance.
- 2) Staffing for crisis counseling, case management, and contact tracing - This action was developed to increase Inspire's capacity to provide mental and physical health supports to meet the needs of students in a pandemic. This planned action aligns with our LCAP Goal 1, Actions #2-3 on pp. 5-6 to decrease the ratio of counselors to students and to provide targeted case management for students in need of Tier 3 support.

Safe Return to In-Person Instruction and Continuity of Services Plan (file:///C:/Users/bbrown/Downloads/2021_Safe_Return_to_In-Person_Instruction_and_Continuity_Plan_Inspire_School_of_Arts_and_Sciences_20211227.pdf):

- 1) Improving ventilation - The plan ensures that Inspire will maintain the health and safety of students and school staff by improving ventilation (Safe Return, p.2). This assurance is in alignment with the ESSER III plan to direct funding toward upgrading HVAC systems to meet CDPH recommendations for COVID-safe learning environments (ESSER III, p. 4).
- 2) The plan ensures that Inspire will provide contact tracing in combination with isolation and quarantine to combat the spread of COVID-19 in

school (Safe Return, p. 2). This assurance is in alignment with the ESSER III plan to put a dedicated contact tracer in place to coordinate with school staff, students, parents, and public health organizations to ensure proper procedures are followed in the case that a student tests positive for COVID (ESSER III, p. 3).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Inspire School of Arts and Sciences	Becky Brown Principal/Superintendent	bbrown@inspirechico.org 5308913090

Plan Summary [2022-23]

General Information

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

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

Our students come primarily from the Chico area; however, we have a large number of students from the Paradise, Magalia and Oroville area with students traveling from as far away as Orland or Bangor. Our student population is primarily white (73%) with a statistically significant Hispanic population (15.5%), 1.6% Native American, 1.2% African American, 7.3% students of two or more races, 0.2% Filipino, and 0.7% Asian. Approximately 13.6% of our students are designated with identifiable learning disabilities, and an additional 4% are on 504 plans. 37.3% of our student population is socioeconomically disadvantaged. Inspire School of Arts and Sciences draws from a larger regional pool of students; thus, our demographics most closely mirror those of Butte County.

Inspire offers a wide variety of CTE pathways in Engineering, Visual Arts, Digital Media Arts and Performing Arts. Students can choose to major in Art, Dance, Digital Media Arts, Engineering, Humanities, Instrumental Music, Musical Theatre, Recording Arts, Science, Technical Theatre, Theatre Performance and Vocal Music.

The A/B block schedule provides students with opportunities to take eight courses each semester, balancing their schedules with academic core and a variety of 88 elective choices. Students can take up to three elective courses in a semester and still meet the requirements to attend a four-year university.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In the 2018-19 school year, Inspire's suspension rate of 5.3% of students (suspended at least once) put us in the "orange" on the CA School Dashboard. We showed disproportionate rates of suspension for low-socioeconomic students (6.5%) and students with disabilities (6.9%). Most of these suspensions were due to vaping. Last year, our associate principal led the development of an "Alternatives to Suspension" plan that put in place appropriate support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. This year, the plan has decreased the number of suspensions for first-time offenders, and has addressed the social-emotional challenges for students that often lead to high-risk behaviors. While we are certain that the suspension rate of only 0.2% in 2020-21 was due to fewer discipline issues during distance learning, we are confident that the Alternatives to Suspension model will help us continue to support students effectively, keeping suspension rates lower in the coming years.

The ELA lunch intervention has effectively eliminated the percentage of Fs and decreased the number of Ds by 6% for 9th Grade students in ELA since it was implemented in 2014-15. The intervention teacher is also the classroom teacher for all 9th grade students, so he knows student needs well and uses the additional time at lunch to provide personalized supports for students at risk of failing. These results have had a direct impact on Inspire's ability to retain 9th grade students, improving attrition rates and preparing students for more advanced reading and writing in sophomore year and beyond.

The establishment of our Career Technical Education program has had a significant impact on our students' ability to directly engage in pathways leading to college and/or a career. Ninety-three percent of our students have participated in at least one pathway course, and 12% of students attained completion of pathway coursework. Five out of six teachers in the arts pathways received a CTE credential, and two out of three Engineering pathway teachers completed ITE certification. We significantly increased opportunities for our students to participate in competitions, exhibitions, and showcases, including: 1) Regional, state, and national SkillsUSA competitions, 2) The Rita Moreno High School Musical Theatre Competition, 3) The Fringe Festival in Scotland, 4) The NAMM music festival, and 5) the VEX Robotics Competition.

The coordination among Advisory leads allowed for successful development of curriculum designed to enhance Inspire's culture of kindness and support, as well as opportunities for students to develop four-year plans. When Inspire transitioned to distance learning in March of 2020, students reported that Advisory helped them feel connected to school even while they were learning from home. Advisory was also the communication hub for students, allowing teachers to consistently and clearly disseminate information about COVID-19, and to elicit student feedback that helped inform the development of our school reopening plans for 2020-21.

In 2021-22, Inspire sought meaningful feedback on school programs and services by forming an Education Partner Council made up of parents, staff, and students. The Principal/Superintendent facilitated three meetings on April 13, 20, and 27 with the purpose of collectively analyzing student outcome data, reviewing planned actions, and eliciting input on how the school might improve support for students. The conversations that happened in those meetings helped us achieve our goal of sharing our learning outcomes with greater transparency,

hearing multiple perspectives on our plans going forward, and helping our families and students feel more engaged in school processes and planning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2019, the Math interventions put in place to close the achievement gap for low-income students helped raise the state testing scores in this demographic by 23.9 points in one year. These interventions included: 1) The adoption of a 3-year math requirement for graduation, with a plan in place to consider adoption of a 4-year requirement. 2) Training for math teachers in the Mathematical Mindsets work of Jo Boaler and Cathy Williams in order to address the issue of classroom culture as a barrier for students. The team has shared resources including books and articles in common and the YouCubed website, and has attended training with Boaler and Williams at Stanford University. The team is utilizing what they've learned in order to adapt their current college-prep curriculum with the goal of increased equity and access to math learning for all students. 3) The math team continues to support remedial math students in their freshman year (especially those with IEPs and 504s) with a double-block math class. In these classes, para-educators provide one-on-one support for all students, not just for students receiving special education services. While we are proud of the fact that overall student achievement in Math fell by only 2.15 points during distance learning, the gap for low-income students widened drastically again in 2020-21 (14.6 points less than students overall). This year, we implemented intensive small-group and one-on-one tutoring support for students identified as at-risk of failing in Math, and we are hopeful that this targeted support will decrease the disparity between low-income students and their peers.

Our science state testing scores for 2020-21 are cause for concern. These scores dropped significantly (-18.6%) since 2018-19. We are not sure what factors have contributed to the precipitous drop in student achievement. One variable may be that we tested juniors in 2019 and seniors in 2021. It may be that students demonstrate higher learning levels as juniors, as they may retain less if they are not taking a science class in their senior year. The switch to NGSS science standards may also factor in the change, as students and teachers acclimate to the paradigm shift in learning approaches. Students may have also lost crucial learning experiences during a year online, when hands-on labs and other experiential approaches went by the wayside. Inspire still achieved far above students at the state level (+15.5%), but we will continue to keep a close eye on state test scores and other academic indicators in this subject area.

We are still working on opportunities for our students to engage in internships and mentorships as a culminating CTE pathways experience. Thus far, the legal and logistical issues involved with placing our students in internships is a challenge. We need to do further research on liability and insurance issues to determine how to best keep our students safe while they are working off-campus.

Our chronic absenteeism rates continue to be a concern, especially for our Hispanic or Latino students who are absent at a rate of 6.3% higher than white students. In the school climate survey in 2020-21, a comparison of responses revealed a gap in the perception of Hispanic students about how their peers feel about them and treat them. This demonstrates a need for our Advisories to do a better job of explicitly addressing issues of race and building awareness and healthy strategies for students in how they treat their peers. This year, we put in place

a Family Liaison for Hispanic parents to provide outreach, translation services, and ensure these families have a voice in our school planning and development. We are hopeful that this will create a deeper connection and more targeted support for our Hispanic and Latino students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with education partners in our community, Inspire has identified three goals for focus within the next three years:

- **GOAL 1 - Increase student readiness for college and/or careers through effective instructional practice in an inclusive and equitable learning environment:** Inspire understands that teachers play the critical role in student achievement and learning. Research reveals that how teachers instruct and interact with students is a key driver in effective schools. Thus, focusing resources toward improving instruction will increase student readiness for college, career, and life beyond high school. This improvement will be measured by student outcomes on state-level assessments, attendance data and graduation data, post-graduate outcomes, as well as other local indicators.
- **GOAL 2 - Ensure equity and access for all students to a rigorous course of study that includes Career Technical Education and major pathways, Dual Enrollment courses, enrichment programs and extra-curricular opportunities:** Inspire invests in developing 21st century learners with critical-thinking, problem-solving, and collaborative skills. For this reason, we invest in developing career-technical education and major pathways in the arts and sciences, and we support students in increasing achievement in high-quality elective core programs. Improving student outcomes in CTE pathways, majors, and elective core classes will be measured by student participation and completion rates in these courses.
- **GOAL 3 - Continue to build a culture of equity, achievement, support, kindness, and acceptance by including student and parent participation and input in decision making related to whole school and individual programs:** Inspire believes in strengthening school, family, and community partnerships in order to support student academic, social, and emotional achievement. For this reason, we engage all stakeholders--including students, staff, parents, and community members--in improvement planning and decision-making related to student learning. Determining successful implementation of multi-tiered systems of support will be measured qualitatively through stakeholder survey data as well as quantitatively through suspension and expulsion rates, and attendance and graduation data.

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.

None.

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 and how this engagement was considered before finalizing the LCAP.

Inspire frequently and consistently seeks engagement and feedback from parents as partners in their children's learning. In the 2021/22 school year, we conducted several informal surveys and one formal survey (Education for the Future) for parents and guardians. We also held three formal meetings on April 13, 20, and 27 with our Education Partner Council, made up of parents/guardians, students, and staff. The purpose of these meetings was to share student learning outcomes, analyze data together, and elicit feedback on how effectively our school serves students. On May 6, the Inspire Principal/Superintendent sent a follow-up survey to all parents outlining the LCAP goals and student outcomes, and providing the opportunity for families to give input on how well we served students' learning needs, what we needed to improve, and ideas for change in the coming year.

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

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

On May 9, we held a Public Hearing of the draft 2022 Local Control and Accountability Plan.

Finally, we submitted the draft LCAP to our liaison from the El Dorado County Charter SELPA and met with her on May 24 to discuss revisions that would directly address the needs of our students receiving Special Education services.

A summary of the feedback provided by specific educational partners.

In the meetings, listening sessions, and surveys with parents, we received the following feedback:

- 1) They were concerned about the students' mental health and well-being in the wake of the pandemic, and expressed appreciation for increased counseling and social services
- 2) They felt that the teachers were responsive to student needs and provided flexibility to support their academic success
- 3) They were concerned about the lack of sports options available in our extracurricular programs

In the meetings, listening sessions, and surveys with certificated and classified staff, we received the following feedback:

- 1) They wanted to see a continued focus on student mental health and wellness
- 2) They were concerned about teacher morale and the pressure of supporting increased student needs and parent demands in a third year of the pandemic
- 3) They were concerned about disparate outcomes for low-income students in math, ELA, and attendance

In the meetings, listening sessions, and surveys with students, we received the following feedback:

- 1) They appreciate the wide range of coursework available to them through CTE pathways and electives
- 2) They wanted clearer and more accessible resources for mental health
- 3) They wanted increased services for physical health

In the meeting with SELPA, we received the following feedback:

- 1) The SELPA representative appreciated our inclusion of math tutors and math teacher professional development for the benefit of our students with disabilities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The meetings with staff, parents, guardians, and students affirmed the significant focus we placed on providing support for students' mental health and social and emotional wellness. We also utilized the specific feedback we received regarding disparate outcomes for low-income students and students with disabilities in math to increase one-on-one and small-group support. Finally, we considered the discussions around equity and inclusion. Inspire staff, students, parents, district partners, and Board members have had this year in order to revisit the LCAP goals and revise the language accordingly to address these important efforts.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - CAASPP ELA - % of students scoring proficient or above reported by school group	80% met or exceeded the standard	74.5% met or exceeded the standard			85% met or exceeded the standard
Priority 4 - CAASPP Math - % of students scoring proficient or above reported by student group	45% met or exceeded the standard	37.7% met or exceeded the standard			48% met or exceeded the standard
Priority 4 - College/Career Readiness Indicator - Pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	50% of students determined college-ready	75% of students determined college-ready			60% of students determined college-ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - AP Passing Rate - % of pupils that pass AP exams with a score of 3 or higher	67.8% receive a score of 3 or more	58% received a score of 3 or more			72% receive a score of 3 or more
Priority 4 - CST- Science - % of pupils scoring proficient or above reported by student group	62% met or exceeded the standard	44.2% met or exceeded the standard			65% met or exceeded the standard
Priority 4 - ELPAC - % of ELs who progress in English proficiency (ELPAC) Alternate	N/A	N/A			N/A
Priority 4 - Local Pupil Academic Achievement - Schoolwide Writing Assessment	2.9 average (4-point rubric) for 11th grade	N/A			3.2 average (4-point rubric) for 11th grade
Priority 4 - UC a-g rate - % of pupils that have successfully completed UC a-g requirements	43% of graduates met UC a-g requirements	43.5% of graduates met UC a-g requirements			48% of graduates met UC a-g requirements
Priority 4 - Local Pupil Academic Achievement - ELA Intervention Data	Percentage of Ds and Fs in 9th Grade English no greater than 10%	0% of students in 9th grade English received a D or an F			Percentage of Ds and Fs in 9th Grade English no greater than 7%
Priority 2 - Implementation of State Standards	100% of relevant courses implementing CCSS standards	100% of relevant courses implementing CCSS standards			100% of relevant courses implementing CCSS standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - Highly Qualified Teachers - % of fully credentialed and appropriately assigned teachers	97% of courses taught by fully credentialed and appropriately assigned teachers	98% of courses taught by fully credentialed and appropriately assigned teachers			100% of courses taught by Highly Qualified Teachers
Priority 1 - Instructional Materials; Williams Law - standards-aligned instructional materials for every students	100% of students have access to standards-aligned textbooks and materials	100% of students have access to standards-aligned textbooks and materials			100% of students have access to standards-aligned textbooks and materials
Priority 7 - Broad Course of Study - students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Languages)	100% of students have access to a broad course of study	100% of students have access to standards-aligned textbooks and materials			100% of students have access to a broad course of study
Priority 4 - EL Reclassification Rate	N/A	N/A			N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA support and intervention	Continue articulation and planning backwards from the CAASPP in 11th grade back through 9th grade English to better prepare students. Support writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences. Revise and enhance school-wide writing sample, refining the process and methodologies to better assess student needs.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue professional development opportunities specific to English Language Arts.		
1.2	Academic counseling and mental health support	<p>Enhance ratio of academic counseling to 170:1</p> <p>Educate students about the benefits of honors and AP courses through counseling and advisory.</p> <p>Check individual 5-year student plans annually and provide them academic counseling to become college ready for sophomores through seniors.</p> <p>Meet with all students individually to ensure they are on track in their classes.</p> <p>Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university.</p> <p>Structure advisory curriculum to prepare students at each grade level to plan carefully for graduation.</p> <p>Increase the number of students taking PSAT annually.</p>	\$133,907.00	Yes
1.3	Multi-tiered systems of support	<p>Provide robust interventions.</p> <p>Review and revise the Progressive Intervention Plan with Multi-tiered Systems of Support as the driving context.</p> <p>Continue with the English Intervention, through lunch tutoring and a release period for continued monitoring of student success, intervention and communication.</p> <p>Provide one-on-one and small-group support from paraprofessionals in math and science classes</p> <p>Identify a case load of students served by the Targeted Case Manager to support and monitor</p> <p>Provide support for incoming students and families from an office liaison who can help with access to ParentSquare, Aeries, school docs, applications, and other important school processes.</p>	\$111,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher professional development	Continue to provide professional development that increases teacher effectiveness in common core practices and general instruction. Provide continued training for Advanced Placement and Career Technical Education teachers. Teachers in all disciplines will continue to develop and refine units, lessons and common assessments to reflect and implement the Common Core standards. Continue with site-based professional development to include professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences. Support teachers observing one another through release time.	\$49,652.00	Yes
1.5	Math instruction and support	Increase mathematic reasoning and instruction. Continue to provide Math C daily for students who need additional support. Create and maintain common assessments in Math 1, 2, and 3. Maintain professional development Implement co-teaching of Integrated Math 1 Implement a three-year math requirement for graduation	\$13,970.00	Yes

Goal Analysis [2021-22]

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

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

- 1.1 ELA Support and Intervention - English teachers did not implement the schoolwide writing assessment in the 2020-21 school year.
- 1.2 Academic Counseling and Mental Health Support - Though our Annual Update Table shows a decrease in expenditures in this category because we drew from Title I funds for one counselor, the planned actions have not changed.
- 1.3 Multi-Tiered Systems of Support - We added a social worker position for the purpose of working directly with students in need of community mental health and social services.

1.4 Teacher Professional Development - We drew from Educator Effectiveness funds to pay for our in-house professional development, reducing LCFF expenditures. There was also a decrease in costs for external professional development for teachers because their increased workload led to decreased capacity for seeking learning opportunities.

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.

- 1.1 ELA Support and Intervention (-\$600) - English teachers did not implement the schoolwide writing assessment in the 2020-21 school year.
- 1.2 Academic Counseling and Mental Health Support (-\$81,633) - Though our Annual Update Table shows a decrease in expenditures in this category because we drew from Title I funds for one counselor, the planned actions have not changed.
- 1.3 Multi-Tiered Systems of Support (+\$89,487) - We added a social worker position for the purpose of working directly with students in need of community mental health and social services.
- 1.4 Teacher Professional Development (-\$66,093) - We drew from Educator Effectiveness funds to pay for our in-house professional development, reducing LCFF expenditures. There was also a decrease in costs for external professional development for teachers because their increased workload led to decreased capacity for seeking learning opportunities.

An explanation of how effective the specific actions were in making progress toward the goal.

For ELA and Mathematics, the nearly 10 point drop in achievement since the 2017-18 school year makes sense in light of three years of unprecedented crises and interruptions to school for our students. However, in both these subject areas, we were encouraged to see that—since the 2018-19 school year, student outcomes do not show a significant drop in success rates. This demonstrates that Inspire teachers were successfully able to support students in 2020-21, a year when students mostly attended school via a distance learning model.

Our science state testing scores present a different picture. These scores dropped significantly (-18.6%) since 2018-19. We are not sure what factors have contributed to the precipitous drop in student achievement. One variable may be that we tested juniors in 2019 and seniors in 2021. It may be that students demonstrate higher learning levels as juniors, as they may retain less if they are not taking a science class in their senior year. The switch to NGSS science standards may also factor in the change, as students and teachers acclimate to the paradigm shift in learning approaches. Students may have also lost crucial learning experiences during a year online, when hands-on labs and other experiential approaches went by the wayside. Inspire still achieved far above students at the state level (+15.5%), but we will continue to keep a close eye on state test scores and other academic indicators in this subject area.

One area of concern we noted this year was the inordinately high level of students receiving Ds and Fs in Math 1. In discussions with the Math Team, we noted that many of the students at risk of failing were freshman who had been passed on to Math 1, but still had significant gaps in foundational concepts that would make them successful in the class. We put in place a structure for students struggling in Math 1 to

receive intensive, one-on-one or small group support during Study Hall from a qualified tutor. Our research tells us that students who receive 2-3 hours per week of help from a tutor individually or in small groups make significant progress in a short amount of time.

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

We did not make changes to the planned goal, metrics, or desired outcomes for the coming year, as we feel these are on-target for what we want our students to know and be able to do. We do plan to return to effective practices like our schoolwide writing assessment and teacher professional development in the coming year. We have also noted the need for more targeted math support, especially for freshmen in Math 1, thus we have added one-on-one and small-group math tutoring support in Study Hall.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - CTE Completers - % of pupils that have successfully completed CTE courses from approved pathways	90% of students successfully completed at least one CTE course	75.8% of students successfully completed at least one CTE course			93% of students successfully completed at least one CTE course
Priority 4 - CTE/UC a-g Completers - % of pupils that have successfully completed UC a-g requirements AND that have successfully completed CTE courses from approved pathways	3% of students successfully completed UC a-g requirements AND successfully completed at least one CTE course	27.7%			5% of students successfully completed UC a-g requirements AND successfully completed at least one CTE course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Local Pupil Achievement - Percentage of Major Completers	7% of seniors complete at least one major	25%			10% of seniors complete at least one major
Priority 4 - Local Pupil Achievement - Percentage of Major Participants	20% of students with a declared major	39%			25% of students with a declared major
Priority 4 - Local Pupil Achievement - Percentage of students completing college credit	10% of seniors graduating with college credit	18.8%			15% of seniors graduating with college credit
Priority 4 - Local Pupil Achievement - % of pupils successfully completed Dual Enrollment courses	3% of students successfully completed Dual Enrollment courses	2%			10% of students successfully completed Dual Enrollment courses

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Pathways	<p>Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art and Art.</p> <p>Continue professional development for teachers still seeking CTE certification.</p> <p>Procure mentors from industry or education in the arts and sciences, and engineering.</p> <p>Maintain and create collaborative CTE lessons across curriculum.</p> <p>Support teams in developing CTE curriculum and pathways.</p> <p>Enhance CTE or Educational Council outreach.</p>	\$10,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Majors coordination and development	<p>Majors coordinator will:</p> <p>Articulate next steps for all 12 majors.</p> <p>Determine meeting times for advisors and committees.</p> <p>Maintain longitudinal data on students involved in majors.</p> <p>Work with majors Advisors to counsel and inform students of major information and advantages.</p> <p>Work with advisors to arrange speakers and visitations with industry professionals, trade schools, colleges and universities.</p> <p>Continue developing opportunities for Major Culminating Experience/Project.</p>	\$175.00	No
2.3	Student participation in opportunities for leadership, extra-curricular, showcases, exhibits, and competitions	<p>Maintain/enhance extra-curricular activities which support CTE and major pathways.</p> <p>Support the performing arts program by providing opportunities that allow for enlarged student participation and leadership.</p> <p>Continue with additional focus on arts and sciences beyond the classroom through exhibitions, showcases, performances or competitions to enrich student engagement and experience.</p>	\$27,296.00	No
2.4	Program expansion	<p>Continued expansion of programmatic options.</p> <p>Research grants that will apply to additional capstone and majors courses, CTE or other revenue streams.</p> <p>Write articulation and dual enrollment agreements with Butte Community College.</p>	\$2,175.00	No

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions or actual implementation of these actions.

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

Students nearly met or exceeded the learning targets in each of the above metrics.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parent Involvement - Participation in the Inspire Support Team	22 parents involved in the Inspire Support Team	20 parents involved in the Inspire Support Team			25 parents involved in the Inspire Support Team
Priority 3 - Parent Involvement - Participation in Parent Survey	100 parents responded to Education for the Future Survey	101 parents responded to Education for the Future Survey			150 parents responded to Education for the Future Survey
Priority 3 - Parent Involvement - Overall satisfaction rating on parent survey	100% of parents “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.	100% of parents “agree” or “strongly agree” on all questions demonstrating a positive response; average positive response is 4			100% of parents “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parent Involvement - Outcome on BCOE Parent Involvement Rubric	Standard 1: 2 Standard 2: 2 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3	Standard 1: 2 Standard 2: 2 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3			Standard 1: 3 Standard 2: 3 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3
Priority 6 - School Climate - Participation on student survey	50% of students respond to Education for the Future Survey	45% of students responded to the Education for the Future Survey			55% of students respond to Education for the Future Survey
Priority 6 - School Climate - Overall satisfaction rating on student survey	100% of students “agree or strongly agree” on all questions showing a positive response. Average positive response is 3.8.	100% of students “agree” or “strongly agree” on all questions showing a positive response; average positive response is 3.8			100% of students “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.
Priority 6 - School Climate - Suspension rate	3% or fewer students suspended; no disproportionate rates of suspension	0.2% of students suspended; no disproportionate rates of suspension			2% or fewer students suspended; no disproportionate rates of suspension
Priority 6 - School Climate - Expulsion rate	0%	0%			0%
Priority 5 - Pupil Engagement - Graduation Rate	90%; no disproportionate outcomes in graduation rates	95.1%; no disproportionate outcomes in graduation rates			95%; no disproportionate outcomes in graduation rates
Priority 5 - Pupil Engagement - Chronic Absenteeism Rate	14%; no disproportionate outcomes in chronic absenteeism rate	7.8%; Hispanic or Latino students, students with disabilities, and			10%; no disproportionate outcomes in chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		socioeconomically disadvantaged students were chronically absent at nearly twice the rate of white students			
Priority 5 - Pupil Engagement - Attendance Rate	96%	98%			98%
Priority 1 - Facilities - Facilities Inspection Tool	FIT Report - Good	Fit Report - Good			FIT Report - Good

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Culture building activities	<p>Enhance culture and character building programs. Continue with yearly, whole school activities geared towards student safety, or culture building such as motivational speakers, First Days, “Every 15 Minutes” or “Breaking Down the Walls,” or similar events for greater student inclusion—with a focus on foster/EL/Low Income students.</p> <p>Develop and implement culture building activities in advisories to create lesson plans on academics, character and goal setting. Maintain student-driven community activities (such as DOP and Spring Standout).</p> <p>Provide increased curriculum and activities in our sixteen advisory sections to enhance student reflection about our culture of kindness and support as well as their plans for the future.</p>	\$177,658.00	Yes
3.2	Parent involvement and communication	Increase parent involvement and communication.	\$6,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Hold regular Parent Information Nights to help parents better understand our majors, CTE, articulation, mentoring opportunities, college requirements, CAASP, dual enrollment and other assessments.</p> <p>Work with the Foundation and CTE Councils to include more parent involvement.</p> <p>Use student and parent surveys to receive feedback on school culture.</p> <p>Hold student and parent forums or focus groups to receive feedback on school culture.</p> <p>Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students.</p> <p>Work with the Foundation to create a “master list” of parent volunteers.</p> <p>Target invitations to parents for the following:</p> <ul style="list-style-type: none"> o Help on campus with activities and advisories. o Observations of classrooms. o Fundraising events. o Speakers in classrooms. o Service on CTE advisory boards and to Visual and Performing Arts. 		
3.3	School facilities	<p>Enhance the general facilities of the school.</p> <p>Install more landscaping to campus.</p> <p>Continue upgrading classroom environment, and technological access.</p> <p>Remodel of boys’ and girls’ bathrooms nearest to administration building.</p> <p>Research possibilities for additional space on campus.</p>		No
3.4	Student safety	<p>Maintain student safety.</p> <p>Freshman lunch check-in.</p> <p>Maintain/enhance security on campus.</p>	\$6,310.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

3.1 Culture Building Activities - Inspire added a course release for our ASB/Student Leadership teacher to provide support for additional school culture activities and events to enhance student engagement and well-being.
 3.4 Student Safety - Coordination of freshman check-in at lunch to ensure students were supervised on campus during their first year of high school.

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.

3.1 Culture Building Activities (+\$11,292) - Inspire added a course release for our ASB/Student Leadership teacher to provide support for additional school culture activities and events to enhance student engagement and well-being.
 3.4 Student Safety (+\$7,770) - Coordination of freshman check-in at lunch to ensure students were supervised on campus during their first year of high school.

An explanation of how effective the specific actions were in making progress toward the goal.

Students nearly met or exceeded the learning targets in each of the above metrics.

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

There were no substantial changes made to the planned goal, metrics, desired outcomes, or actions for the coming 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$322,166	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.92%	0.00%	\$0.00	8.92%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

ELA support and intervention - The ELA lunch intervention has effectively eliminated the percentage of Fs and decreased the number of Ds by 6% for 9th Grade students in ELA since it was implemented in 2014-15. The intervention teacher is also the classroom teacher for all 9th grade students, so he knows student needs well and uses the additional time at lunch to provide personalized supports for students at risk of failing. In 2020-21, low-income students achieved 3.3 percentage points higher than all students on the ELA CAASPP. In a pandemic year, this group raised their achievement rates by 4.9 points compared to the 2018-19 school year, which also speaks to the benefits of extended learning opportunities through lunch intervention. These results also have had a direct impact on Inspire's ability to retain 9th grade students, improving attrition rates and preparing students for more advanced reading and writing in sophomore year and beyond.

Math instruction and support - In 2019, the Math interventions put in place to close the achievement gap for low-income students helped raise the state testing scores in this demographic by 23.9 points in one year. These interventions included: 1) The adoption of a 3-year math requirement for graduation, with a plan in place to consider adoption of a 4-year requirement. 2) Training for math teachers in the Mathematical Mindsets work of Jo Boaler and Cathy Williams in order to address the issue of classroom culture as a barrier for students. The team has shared resources including books and articles in common and the YouCubed website, and has attended training with Boaler and Williams at Stanford University. The team is utilizing what they've learned in order to adapt their current college-prep curriculum with the goal of increased equity and access to math learning for all students. 3) The math team continues to support remedial math students in their freshman year (especially those with IEPs and 504s) with a double-block math class. In these classes, para-educators provide one-on-one

support for all students, not just for students receiving special education services. While we are proud of the fact that overall student achievement in Math fell by only 2.15 points during distance learning, the gap for low-income students widened drastically in 2020-21 (14.6 points less than students overall). This year, we implemented intensive small-group and one-on-one tutoring support for students identified as at-risk of failing in Math. Research shows that that this targeted support has proven to decrease the disparity between low-income students and their peers in Math (EdResearch for Recovery).

CTE Pathways - The establishment of our Career Technical Education program has had a significant impact on our students' ability to directly engage in pathways leading to college and/or a career. 75.8% of our students have participated in at least one pathway course, and 27.7% of students attained completion of pathway coursework. Five out of six teachers in the arts pathways received a CTE credential, and two out of three Engineering pathway teachers completed ITE certification. We significantly increased opportunities for our students to participate in competitions, exhibitions, and showcases, including: 1) Regional, state, and national SkillsUSA competitions, 2) The Rita Moreno High School Musical Theatre Competition, 3) The Fringe Festival in Scotland, 4) The NAMM music festival, and 5) the VEX Robotics Competition. We know that investment in our CTE pathways will lead to improved outcomes for our foster youth, English learners, and low income students because research shows that "students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages" (Fordham Institute).

Culture building activities - The coordination among Advisory leads allowed for successful development of curriculum designed to enhance Inspire's culture of kindness and support, as well as opportunities for students to develop four-year plans. When Inspire transitioned to distance learning in March of 2020, students reported that Advisory helped them feel connected to school even while they were learning from home. Advisory was also the communication hub for students, allowing teachers to consistently and clearly disseminate information about COVID-19, and to elicit student feedback that helped inform the development of our school reopening plans for 2020-21.

Parent involvement and communication- In 2021-22, Inspire sought meaningful feedback on school programs and services by forming an Education Partner Council made up of parents, staff, and students. The Principal/Superintendent facilitated three meetings on April 13, 20, and 27 with the purpose of analyzing student outcome data, reviewing planned actions, and eliciting input on how the school might improve support for students. The conversations that happened in those meetings helped us achieve our goal of sharing our learning outcomes with greater transparency, hearing multiple perspectives on our plans going forward, and helping our families and students feel more engaged in school processes and planning.

Academic counseling and mental health support - In the 2018-19 school year, Inspire's suspension rate of 5.3% of students (suspended at least once) put us in the "orange" on the CA School Dashboard. We showed disproportionate rates of suspension for low-socioeconomic students (6.5%) and students with disabilities (6.9%). Most of these suspensions were due to vaping. Last year, our associate principal led the development of an "Alternatives to Suspension" plan that puts in place support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. This year, implementation of the plan led to decreased suspensions for first-time offenders, and addressed the social-emotional challenges for students that often lead to high-risk behaviors. While we are certain that the suspension rate of only 0.2% in 2020-21 was due to fewer discipline issues during distance learning, we are confident that the Alternatives to Suspension model will help us continue to support students effectively, keeping suspension rates low. We also know that students at risk for increased substance use are often those who have experienced trauma and/or are socioeconomically disadvantaged. We plan to put in place an additional 0.4 FTE counselor dedicated to addressing social, emotional, and behavioral challenges for students and families. Research from the American School Counselor Association shows that "lower student-to-school-counselor ratios produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions" and that these outcomes are especially

effective for low-income students.

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

Teacher professional development - Full inclusion for students with disabilities is a high priority for inspire. In 2020-21, our in-house professional development focused on Universal Design for Learning (UDL) strategies, empowering teachers to design lessons that maintain rigorous learning expectations while removing the barriers for students with disabilities or other learning challenges.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Inspire's use of Supplemental and Concentration funding considers the needs of our low-income students first in developing and implementing supports for their academic, social, and emotional success in school. We know that these students consistently demonstrate less successful learning outcomes in the areas of math, ELA, and college/career readiness. They are also suspended at higher rates and have poorer attendance than their peers. Our planned actions focus on providing enhanced academic support, increased counseling and mental health services, and equitable opportunities to participate in college and career pathways. We know that our efforts to provide professional development for teachers and interventions for students have helped close the gap for low-income students in ELA and math. We anticipate that the increased counseling support will also help these students feel supported and engaged in their learning, reduce stigma around mental health needs, and remove the barriers to participation in rigorous coursework.

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.

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	3.95:414	NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	29.03:414	NA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$344,660.00	\$49,036.00	\$875.00	\$144,201.00	\$538,772.00	\$517,621.00	\$21,151.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	ELA support and intervention	English Learners Foster Youth Low Income					\$0.00
1	1.2	Academic counseling and mental health support	English Learners Foster Youth Low Income	\$42,090.00			\$91,817.00	\$133,907.00
1	1.3	Multi-tiered systems of support	English Learners Foster Youth Low Income	\$68,878.00			\$42,384.00	\$111,262.00
1	1.4	Teacher professional development	English Learners Foster Youth Low Income	\$19,052.00	\$20,600.00		\$10,000.00	\$49,652.00
1	1.5	Math instruction and support	English Learners Foster Youth Low Income	\$13,970.00				\$13,970.00
2	2.1	CTE Pathways	English Learners Foster Youth Low Income		\$10,072.00			\$10,072.00
2	2.2	Majors coordination and development	All	\$175.00				\$175.00
2	2.3	Student participation in opportunities for leadership, extra-curricular, showcases, exhibits, and competitions	All	\$20,144.00	\$6,277.00	\$875.00		\$27,296.00
2	2.4	Program expansion	All	\$2,175.00				\$2,175.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Culture building activities	English Learners Foster Youth Low Income	\$165,571.00	\$12,087.00			\$177,658.00
3	3.2	Parent involvement and communication	English Learners Foster Youth Low Income	\$6,295.00				\$6,295.00
3	3.3	School facilities	All					
3	3.4	Student safety	English Learners Foster Youth Low Income	\$6,310.00				\$6,310.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,613,344	\$322,166	8.92%	0.00%	8.92%	\$322,166.00	0.00%	8.92 %	Total:	\$322,166.00
								LEA-wide Total:	\$322,166.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$322,166.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	ELA support and intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Academic counseling and mental health support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,090.00	
1	1.3	Multi-tiered systems of support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$68,878.00	
1	1.4	Teacher professional development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$19,052.00	
1	1.5	Math instruction and support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,970.00	
2	2.1	CTE Pathways	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

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	3.1	Culture building activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$165,571.00	
3	3.2	Parent involvement and communication	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,295.00	
3	3.4	Student safety	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$6,310.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$476,003.00	\$562,073.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA support and intervention	Yes	\$600	\$0
1	1.2	Academic counseling and mental health support	Yes	\$118,546	\$131,850
1	1.3	Multi-tiered systems of support	Yes	\$49,438	\$148,414
1	1.4	Teacher professional development	Yes	\$76,300	\$36,096
1	1.5	Math instruction and support	Yes	\$13,326	\$13,425
2	2.1	CTE Pathways	Yes	\$15,500	\$9,713
2	2.2	Majors coordination and development	No	\$100.00	\$173
2	2.3	Student participation in opportunities for leadership, extra-curricular, showcases, exhibits, and competitions	No Yes	\$23,880	\$27,585
2	2.4	Program expansion	No	\$1470	\$2,175

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	3.1	Culture building activities	Yes	\$163,173	\$176,847
3	3.2	Parent involvement and communication	Yes	\$5,400	\$8,025
3	3.3	School facilities	No	\$500.00	\$0
3	3.4	Student safety	Yes	\$7,770.00	\$7,770

2021-22 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)
\$303,925	\$352,150.00	\$314,717.00	\$37,433.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	ELA support and intervention	Yes	\$600.00	\$0		
1	1.2	Academic counseling and mental health support	Yes	\$86,546.00	\$4,913		
1	1.3	Multi-tiered systems of support	Yes	\$16,712.00	\$106,199		
1	1.4	Teacher professional development	Yes	\$66,093.00	\$0		
1	1.5	Math instruction and support	Yes	\$13,326.00	\$13,425		
2	2.1	CTE Pathways	Yes				
2	2.3	Student participation in opportunities for leadership, extra-curricular, showcases, exhibits, and competitions	Yes	\$500.00	\$0		
3	3.1	Culture building activities	Yes	\$163,173.00	\$174,465		
3	3.2	Parent involvement and communication	Yes	\$5,200.00	\$7,945		
3	3.4	Student safety	Yes	\$0	\$7770		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,607,848	\$303,925	0%	8.42%	\$314,717.00	0.00%	8.72%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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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