



JCS
MANZANITA

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Manzanita

CDS Code: 37103710138792

School Year: 2026-27

LEA contact information:

Sheryl McKay

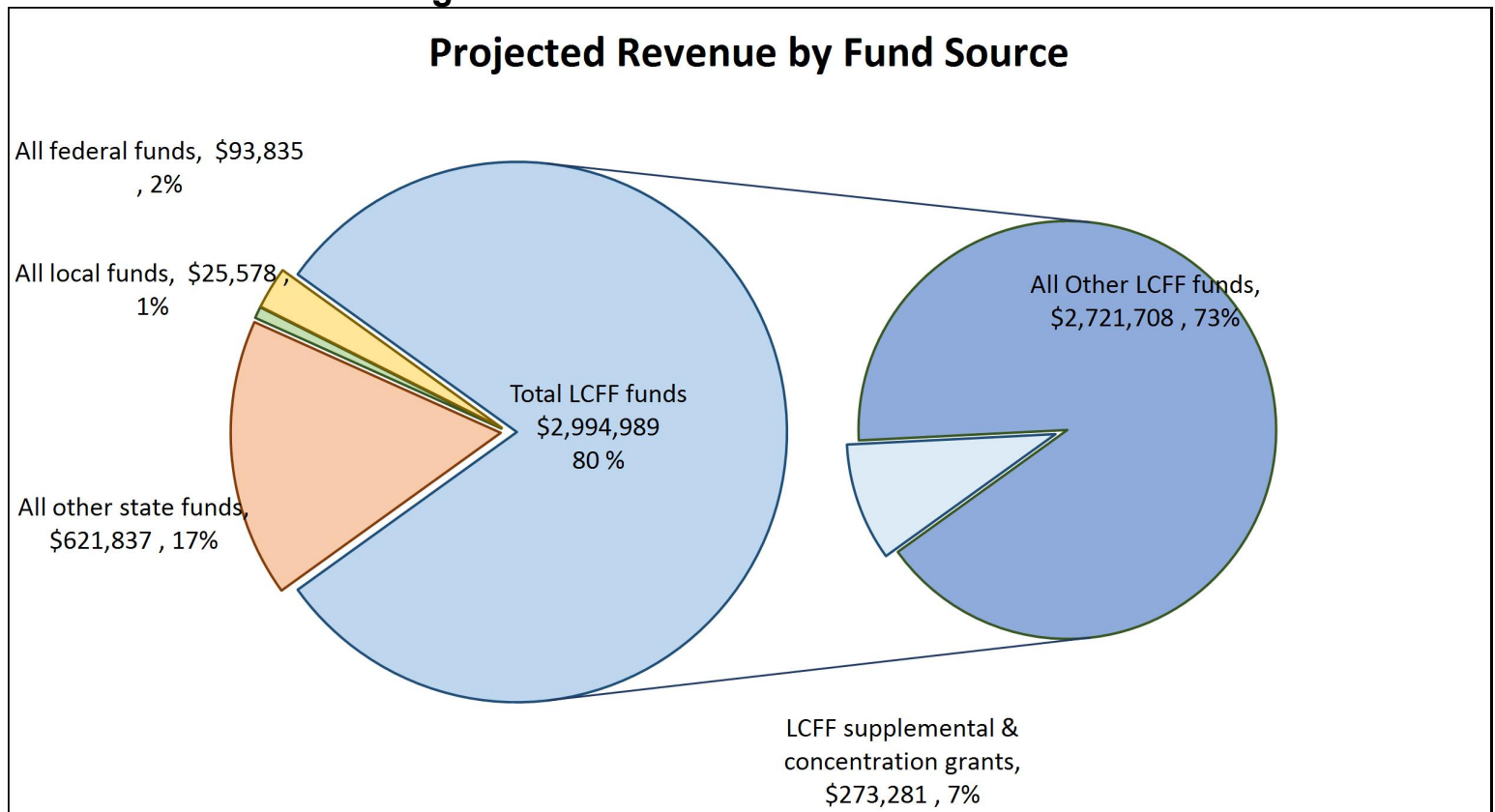
Principal

smckay@jcs-inc.org

619-303-4344

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

Budget Overview for the 2026-27 School Year

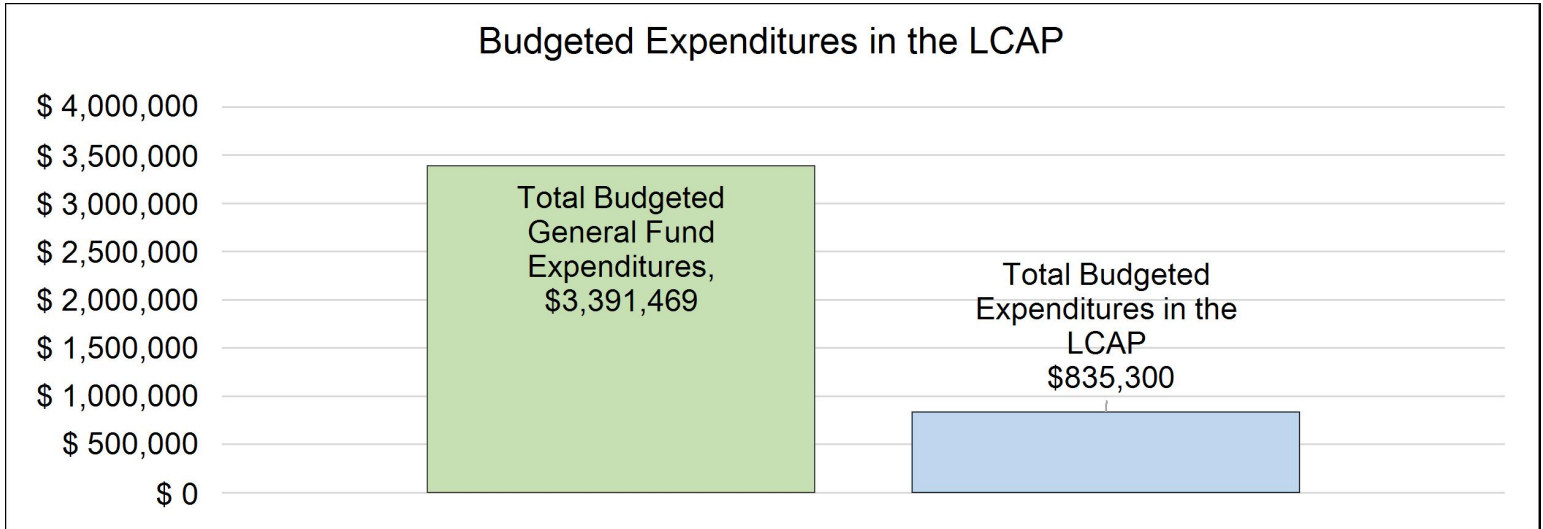


This chart shows the total general purpose revenue JCS-Manzanita expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Manzanita is \$3,736,239, of which \$2,994,989 is Local Control Funding Formula (LCFF), \$621,837 is other state funds, \$25,578 is local funds, and \$93,835 is federal funds. Of the \$2,994,989 in LCFF Funds, \$273,281 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 JCS-Manzanita plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: JCS-Manzanita plans to spend \$3,391,469 for the 2026-27 school year. Of that amount, \$835,300 is tied to actions/services in the LCAP and \$2,556,169 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP is written as a focused goal plan for school improvement. It has been developed based on needs identified through data analysis and partner input. Basic operational costs, such as general education salaries/benefits, are general fund budget expenditures that are not included in the LCAP.

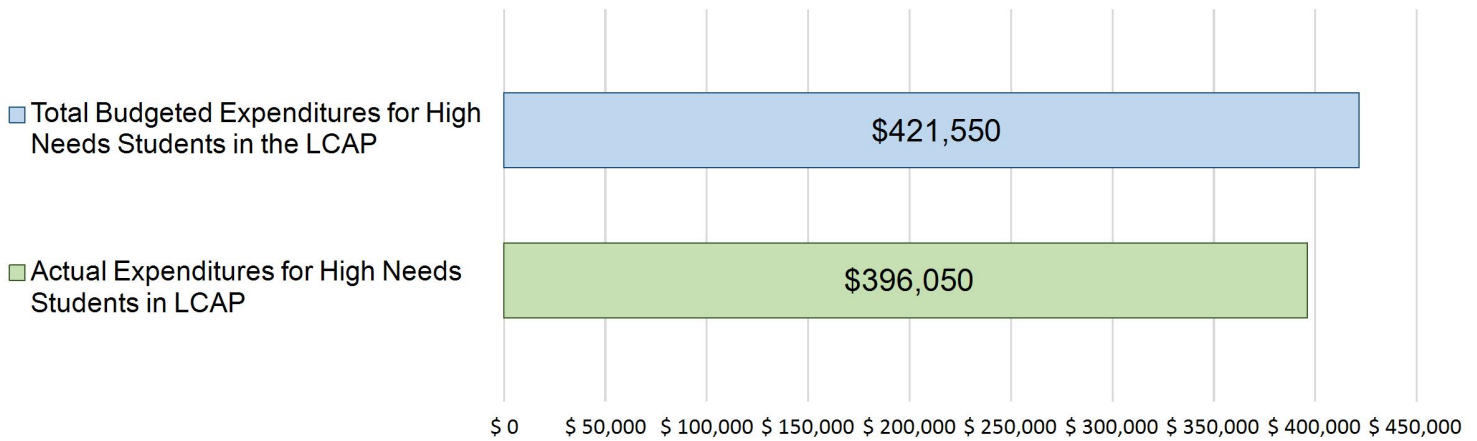
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, JCS-Manzanita is projecting it will receive \$273,281 based on the enrollment of foster youth, English learner, and low-income students. JCS-Manzanita must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Manzanita plans to spend \$428,800 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, JCS-Manzanita's LCAP budgeted \$421,550 for planned actions to increase or improve services for high needs students. JCS-Manzanita actually spent \$396,050 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$25,500 had the following impact on JCS-Manzanita's ability to increase or improve services for high needs students:

The School spent less than projected on several contributing actions, for various reasons. For action 1.2, some high-quality open source (free) curriculum was used and this did not impact the increased or improved services for high needs students. For action 1.3, the intervention teacher was on disability and planned intervention services were interrupted, but general education teachers continued to provide Tier II instruction and tutoring opportunities (action 2.4) were increased. For actions 2.12, 2.14, and 2.15, all of which attend to college and career readiness access for high school students, the expenditures were reduced to reflect a drop in high school enrollment but the services for enrolled high school students were not impacted. For action 2.9 (Beyond), the School applied LREBG (other state) funding to this action; therefore, less LCFF dollars were contributing but the service to students was not impacted.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JCS-Manzanita	Sheryl McKay Principal	smckay@jcs-inc.org 619-303-4344

Plan Summary [2026-27]

General Information

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

JCS - Manzanita is an independent study TK-12 charter school sponsored by the San Diego County Office of Education. Currently, JCS-Manzanita has two learning centers in La Mesa, one that houses a K-4 academy and another that houses a 5-8 academy, each of which students attend four days per week. The Home Study program serves students TK-12. The learning centers have space for educational facilitators (EFs) to meet with Home Study students and space for special education services.

The mission of JCS-Manzanita is to value the individual, guiding each learner along an educational journey toward a meaningful life. The vision is to partner with our students, families, and communities in a personalized learning program that embraces innovative educational opportunities, practices habits of success, and builds a confident culture of lifelong learners. The school is dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Students at JCS-Manzanita are part of an independent study education model and are generally referred to as being in the Home Study program or the Academy program. Daily instruction of TK-12 home study students is done by the parent-teacher under the supervision of an Educational Facilitator (EF). TK-12 Home Study students are offered daily synchronous instruction with school staff, and they have the

opportunity to receive in-person instruction from one of our Educational Enrichment Partners (EEPs). Students at our academy programs are taught by a certified teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

As of April 10, 2026 (P2), JCS-Manzanita serves a total of 246 students and reflects a diverse student population. Slightly more than half of students identify as Hispanic/Latino (52.0%), while 48.0% identify as non-Hispanic. The largest racial group is White (42.7%), followed by Hispanic or Latino (22.0%), Mexican American (13.4%), and Black or African American (11.4%). Smaller populations include Filipino, Middle Eastern, Chinese, Japanese, Puerto Rican, American Indian/Alaska Native, Asian, Hawaiian, Vietnamese, and other Pacific Islander students. Gender representation is relatively balanced, with 52.8% male, 46.7% female, and 0.4% non-binary students.

The school primarily serves elementary and middle school students, with the largest grade-level enrollments in 1st grade (14.2%), 3rd grade (12.6%), 8th grade (11.8%), and 4th grade (11.4%). Enrollment decreases significantly at the high school level, where grades 9–12 collectively account for fewer than 6% of students. Nearly half of students (48.0%) are identified as socioeconomically disadvantaged, while 24.8% receive special education services.

English learners represent 7.3% of the student body, with Spanish being the most common language spoken among English learners, followed by smaller numbers of students speaking Amharic, Arabic, and Kurdish. Most students (96.7%) live in permanent housing, while a small percentage experience foster care placement or temporary housing situations, including doubled-up or unsheltered living arrangements. Overall, JCS-Manzanita serves a socioeconomically and culturally diverse student population with a broad range of educational needs and backgrounds. While the LEA does not have a migrant population in the traditional sense, there is a somewhat transient population. Some families decide that independent study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS-Manzanita for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer; some are drawn to the academy because of its project-based program or smaller classes; and others like the balance of homeschool and classroom-based instruction. While JCS-Manzanita strives to support all learners in meeting their potential, the LEA is very aware of our struggling and at-risk learners and their diverse needs and is constantly striving to provide additional support.

Reflections: Annual Performance

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

The 2025 CA School Dashboard was released in November 2025 and revealed areas of academic performance and engagement where JCS-Manzanita is improving or declining. This information allows the LEA to reflect on the effectiveness of actions/services in the 25/26 LCAP. Additionally, the dashboard data (along with other data collected from internal assessments, surveys, partner engagement forums, etc.) highlighted areas where JCS-Manzanita should revise/refine actions and services in the 26/27 LCAP, especially related to equity for disadvantaged subgroups of students. For several engagement indicators and state-required metrics, data is not publicly available for JCS-Manzanita students due to small enrollment numbers; therefore, the LEA used local data and calculations to determine overall performance and equity gaps. In addition to the 2025 CA School Dashboard, the following sources were used to access and analyze annual performance

data: DataQuest (public database), NWEA MAP (local verified data), School Pathways (local School Information System), Qualtrics (local SEL survey data), RCOE Tableau (public data analysis tool), and Parsec (public and local data file analysis tool).

Note about 2023 Red Chronic Absenteeism Indicator for SwD: On the 2023 CA School Dashboard, the Students with Disabilities subgroup was placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP actions to support SwD in chronic absenteeism are actions 3.7 (Student Engagement: Absenteeism & Attendance) and 3.20 (Perfect Attendance Awards). On the 2024 and 2025 CA School Dashboards, JCS-Manzanita did not receive the lowest performance level for any indicators, nor for any student subgroups.

Note about LREBG Funding: The LEA received LREBG funding in FY25/26, after the state's budget had been approved; therefore, the LEA conducted a needs assessment and educational partner engagement process in November 2025 to determine that the \$12,961 allocation to JCS-MZ would be spent in the 25/26 school year on personnel to support the new BEYOND program, an optional fifth day of site-based learning to support academic growth and enrichment. This is reflected in LCAP Goal 1, Action 19 (219). All FY25/26 LREBG funds were expended in 25/26, and the school expects to receive another allotment of LREBG funding in FY26/27, which is, again, planned in the LCAP for Goal 1, Action 19 (219).

2025 DASHBOARD OVERVIEW

The 2025 California School Dashboard indicates that JCS-Manzanita continues to demonstrate strengths in student engagement, school climate, and science achievement, while facing challenges in English Language Arts (ELA) and Mathematics performance. The school met all five local indicators, including implementation of academic standards, parent and family engagement, access to a broad course of study, local climate, and basic services. Enrollment was reported at 224 students, with 47.8% identified as socioeconomically disadvantaged and 7.1% classified as English learners.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH-LANGUAGE ARTS

The 2025 California Dashboard results for English Language Arts (ELA) indicate that ELA is one of JCS-Manzanita's most significant academic challenges, although the data also reveal areas of improvement and student growth that can serve as a foundation for future progress. Overall, JCS-Manzanita earned an Orange performance level, with students scoring an average of 20.9 points below the state standard, a decline of 14.5 points from the previous year. This places the school below the statewide average, where students were 8.1 points below standard and improved by 5.1 points. A total of 116 students were included in the ELA accountability calculation.

Looking at performance over time, ELA achievement has fluctuated considerably since the pandemic. In 2019, JCS-Manzanita students performed 16.6 points above standard, demonstrating strong proficiency levels. Following disruptions in instruction and assessment, performance remained above standard in 2022 (14.7 points above standard), but declined sharply in 2023 to 20.8 points below standard. The school partially recovered in 2024, reaching 6.4 points below standard, before declining again in 2025 to 20.9 points below standard. This pattern suggests that while students demonstrated some post-pandemic recovery, maintaining consistent academic gains in literacy remains a challenge.

Subgroup performance reveals important equity considerations. Among student groups large enough for reporting, Hispanic students earned an Orange rating, performing 33.4 points below standard and declining 14.5 points from the prior year. White students also received an Orange rating, performing 14.4 points below standard and experiencing a substantial decline of 31 points. In contrast, socioeconomically

disadvantaged students showed a more encouraging trend. Although they remained below standard at 33.2 points below standard, they improved by 6.4 points, slightly outperforming the statewide improvement rate for similar students. Students with disabilities, while still substantially below standard at 54.1 points below standard, improved by 11.1 points, indicating that targeted interventions may be producing positive results for this population. Many other student groups were too small for public reporting because of privacy protections.

Despite lower overall achievement levels, the Dashboard's new Growth Model presents a more positive picture of student learning. JCS-Manzanita received an Average Growth designation in ELA, with 66.7% of students improving their ELA scores from the prior year. This suggests that although many students remain below proficiency, a substantial majority are making year-to-year academic progress. Particularly noteworthy is the performance of Hispanic students, who earned an Accelerated Growth designation, with 71.4% improving their scores, exceeding the schoolwide average. Students with disabilities also demonstrated strong growth, with 69.0% improving, while socioeconomically disadvantaged students achieved average growth, with 62.2% improving their scores. These results suggest that instructional programs are helping students make gains even when proficiency levels have not yet caught up.

The ELA data point to a key distinction between achievement and growth. Achievement levels remain below desired targets and declined in 2025, particularly among White and Hispanic students. However, growth data indicate that many students are moving in the right direction academically. This combination suggests that JCS-Manzanita's primary challenge is accelerating learning enough for students to close existing achievement gaps and reach grade-level standards. Continued focus on foundational literacy skills, targeted intervention for struggling readers, and strategies that build on the strong growth demonstrated by Hispanic students, socioeconomically disadvantaged students, and students with disabilities may help translate current growth into higher proficiency rates in future Dashboard cycles.

From a school improvement perspective, ELA represents both a concern and an opportunity. The Orange performance level and year-over-year decline indicate a need for sustained attention to reading and writing achievement. At the same time, the strong growth outcomes suggest that many students are responding positively to instruction. If the school can maintain and expand those growth trends while strengthening grade-level literacy proficiency, future Dashboard results could show significant gains in overall ELA performance.

2025 DASHBOARD ACADEMIC INDICATOR: MATH

The 2025 California Dashboard identifies Mathematics as the area of greatest academic need for JCS-Manzanita, with overall performance significantly below state standards and showing a notable decline from the previous year. The school received an Orange performance level, with students scoring an average of 57.4 points below standard, compared with the statewide average of 42.4 points below standard. Additionally, mathematics achievement declined by 24.1 points from 2024, while statewide performance improved by 5.2 points. A total of 116 students were included in the mathematics accountability measure.

Examining long-term trends reveals a concerning pattern. Prior to the pandemic, JCS-Manzanita students were 34.8 points below standard in 2019. Although there was modest improvement in 2022 (29.8 points below standard), performance worsened in 2023 (38.5 points below standard) and again in 2024 (33.3 points below standard). The most significant decline occurred in 2025, when the distance from standard dropped to 57.4 points below standard, representing the lowest mathematics performance level reported in the Dashboard's recent history. This trend suggests that while students have experienced some recovery in other areas, mathematics achievement has not rebounded and may require intensified instructional support and intervention.

Subgroup performance data indicate that mathematics challenges are widespread across student populations. Hispanic students earned an Orange rating, performing 85.3 points below standard and declining 34.5 points from the previous year. This subgroup's performance fell considerably below both the schoolwide average and the statewide Hispanic student average of 73.6 points below standard. Similarly, White students received an Orange rating, scoring 36.3 points below standard and declining by 25 points. While White students outperformed the overall school average, they remained substantially below grade-level expectations.

Performance among historically underserved student groups presents a mixed picture. Socioeconomically disadvantaged students scored 75.6 points below standard, declining by 19.8 points from the prior year and earning an Orange rating. Although this performance is similar to statewide results for comparable students, it reflects a widening achievement gap within the school. Students with disabilities faced the greatest academic challenges, scoring 106.9 points below standard and declining 29.8 points. While these students still performed slightly better than the statewide average for students with disabilities (120.7 points below standard), the downward trend indicates a need for additional support and intervention.

Despite low achievement levels, the Dashboard's new Growth Model offers a more encouraging perspective. JCS-Manzanita earned a Moderate Growth designation in mathematics, with 55.2% of students improving their scores from the prior year. Although this growth rate is lower than the school's ELA growth rate, it indicates that more than half of the students demonstrated year-to-year academic improvement. Hispanic students achieved an Average Growth designation, with 59.5% improving their scores, while socioeconomically disadvantaged students and students with disabilities both earned Moderate Growth ratings. These results suggest that students are making progress, even though achievement levels remain well below grade-level expectations.

The contrast between achievement and growth is particularly important when interpreting JCS-Manzanita's mathematics results. The Dashboard indicates that students are learning and improving, but many are starting from a position significantly below proficiency. Consequently, annual growth has not yet been sufficient to close existing skill gaps or move overall performance toward state standards. The mathematics results, therefore, reflect both a performance problem (students remain far below proficiency) and a rate-of-improvement challenge (growth is occurring but not rapidly enough to substantially improve achievement outcomes).

Several factors may contribute to these outcomes. Mathematics often presents unique challenges in independent study and hybrid learning environments because students require consistent opportunities for guided practice, immediate feedback, and conceptual discussion. Given that JCS-Manzanita serves students through a combination of academy-based instruction and home study, strengthening supports for mathematical reasoning, problem-solving, and parent-guided instruction may be especially important. The decline across multiple subgroups suggests that the issue is systemic rather than isolated to a particular student population.

From a school improvement perspective, mathematics should likely remain a top priority. The substantial decline in overall achievement, combined with large gaps for Hispanic students, socioeconomically disadvantaged students, and students with disabilities, points to a need for targeted intervention and instructional refinement. At the same time, the Moderate Growth designation demonstrates that students are capable of making progress. Building on that growth by increasing access to high-quality mathematics instruction, strengthening intervention systems, and closely monitoring subgroup performance could help JCS-Manzanita reverse the downward trend and improve mathematics outcomes in future Dashboard reports.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH LEARNER PROGRESS

The 2025 California Dashboard did not assign JCS-Manzanita a performance color for the English Learner Progress Indicator (ELPI) because of the school's very small English learner population. Only seven English learners were included in the measure, resulting in a Gray (No Performance Review) status. The available data show that 0% of English learners progressed at least one English Language Proficiency Indicator (ELPI) level in 2025, compared with 30% in 2024. Instead, 100% of English learners maintained their current proficiency level, indicating stability but limited measurable growth toward English language proficiency during the reporting period. Given the small number of students, results should be interpreted cautiously, as the performance of just a few students can significantly affect overall outcomes.

2025 DASHBOARD ACADEMIC INDICATOR: COLLEGE AND CAREER READINESS

The 2025 California Dashboard did not assign JCS-Manzanita a performance level for the College/Career Indicator because of the very small number of eligible graduates. Only six students were included in the measure, resulting in a Gray (No Performance Review) status.

2025 DASHBOARD ENGAGEMENT INDICATOR: CHRONIC ABSENTEEISM

Chronic Absenteeism is a notable area of strength for JCS-Manzanita in the 2025 California Dashboard. The school earned a Green performance level, with only 6.5% of students classified as chronically absent, meaning they missed 10% or more of the instructional days in which they were enrolled. This rate is substantially better than the statewide average of 17.1% and reflects a significant improvement from the school's 2024 rate of 13.1%, representing a reduction of 6.5 percentage points in a single year. A total of 230 students were included in the chronic absenteeism calculation.

The long-term trend demonstrates steady progress in student attendance. Following increases in chronic absenteeism after the pandemic—from 11.3% in 2019 to 14.9% in 2022 and 15.2% in 2023—JCS-Manzanita has successfully reversed the trend. The reduction to 13.1% in 2024 and further decline to 6.5% in 2025 suggest that schoolwide attendance efforts have been effective and that students are increasingly engaged in their educational programs.

Subgroup data show positive outcomes across most student populations. White students had one of the strongest attendance rates, with only 3.6% chronically absent, while Hispanic students were at 9.7%, both earning Green performance levels. Students with disabilities also achieved a Green rating with 9.6% chronically absent, a substantial improvement of 10.9 percentage points from the previous year. Socioeconomically disadvantaged students were chronically absent at a rate of 10.9%, earning a Yellow rating, but still performing considerably better than the statewide rate of 21.7% for similar students.

Although the overall results are highly positive, the subgroup data suggest an opportunity to continue focusing attendance supports on English learners and socioeconomically disadvantaged students, whose absenteeism rates remain somewhat higher than the school average. Nonetheless, JCS-Manzanita's chronic absenteeism results indicate a strong school culture of engagement and attendance, with performance that exceeds state averages across nearly all reported student groups. The dramatic reduction in absenteeism over the past two years represents one of the school's most significant accomplishments on the 2025 Dashboard and provides a strong foundation for supporting improved academic outcomes.

2025 DASHBOARD ENGAGEMENT INDICATOR: GRADUATION RATE

The 2025 California Dashboard did not assign JCS-Manzanita a performance level for the Graduation Rate Indicator because the number of eligible students was too small for accountability purposes. Only six students were included in the graduation cohort, resulting in a Gray (No Performance Review) status.

2025 DASHBOARD CONDITIONS AND CLIMATE INDICATOR: SUSPENSION RATE

Suspension Rate is one of JCS-Manzanita's strongest performance indicators and reflects a highly positive school climate. In the 2025 California Dashboard, the school earned a Blue performance level, the highest rating available, with a 0.0% suspension rate. This means that none of the 255 students included in the measure were suspended for one or more days during the reporting year. In comparison, the statewide suspension rate was 2.9%, highlighting JCS-Manzanita's success in maintaining student engagement and addressing behavioral concerns without exclusionary disciplinary practices.

The school's suspension data demonstrate remarkable consistency over time. JCS-Manzanita reported a suspension rate of 0.0% in 2019, 0.0% in 2022, 0.4% in 2023, 0.0% in 2024, and 0.0% in 2025. This sustained pattern indicates that low suspension rates are not an isolated result but rather a longstanding characteristic of the school's culture and disciplinary approach. While many schools experienced increases in behavioral incidents and disciplinary actions following the pandemic, JCS-Manzanita maintained exceptionally low suspension rates throughout this period.

Subgroup results further reinforce the strength of this indicator. Every student group with reportable data—including Hispanic students, socioeconomically disadvantaged students, students with disabilities, English learners, White students, and students identifying with two or more races—reported either 0.0% suspended or had data suppressed due to small student counts. Hispanic students, socioeconomically disadvantaged students, students with disabilities, and White students all earned Blue performance levels, indicating that positive discipline practices are being experienced equitably across the student population.

These results suggest that JCS-Manzanita has established effective systems for supporting student behavior, fostering positive relationships, and creating a safe and inclusive learning environment. The school's hybrid and personalized learning model may contribute to stronger student-adult connections and more individualized behavioral support, reducing the need for suspension as a disciplinary response. Combined with the school's strong attendance outcomes and successful local climate indicators, the suspension data provide evidence of a positive school culture where students remain connected to learning and disciplinary issues are addressed proactively rather than through exclusion from school.

Overall, the 2025 Dashboard identifies Suspension Rate as a clear area of excellence for JCS-Manzanita. The school's sustained record of zero suspensions, strong subgroup performance, and Blue rating demonstrates an effective commitment to maintaining a safe, supportive, and engaging educational environment for all students.

LOCAL DATA: NWEA MAP (MATH)

JCS-Manzanita's 2025–26 NWEA MAP Mathematics results present a positive picture of student growth and overall achievement. Across all tested students (n=152), the school achieved a median growth percentile of 65, indicating that students grew academically at a rate higher than 65% of their national peers. This level of growth is well above the national norm of the 50th percentile and suggests that students are making stronger-than-average gains in mathematics. At the same time, overall achievement improved from a 44th percentile median in the fall to a 54th percentile median in the spring, moving the school from slightly below the national average to above average by the end of the year. Notably, the percentage of students performing above the 80th percentile increased from 19% in the fall to 26% in the spring, demonstrating growth not only among struggling learners but also among high-achieving students.

Elementary grade levels were a significant driver of the school's success. Grade 3 and Grade 4 posted particularly strong growth, with median growth percentiles of 75 and 79, respectively. Grade 4 students also showed one of the largest gains in achievement, improving from the 39th percentile in the fall to the 54th percentile in the spring, effectively moving from below average to above average performance. Grade 2 students demonstrated solid growth as well, with a median growth percentile of 57 and achievement increasing from the 56th percentile to the 70th percentile, placing them well above national norms by spring. These results suggest that mathematics instruction in the primary and intermediate grades is effectively accelerating student learning.

Middle school results were also encouraging overall. Grade 6 students achieved a median growth percentile of 66, improving achievement from the 27th percentile to the 43rd percentile. Grade 7 students posted a 64th growth percentile, with achievement increasing from the 48th percentile to the 61st percentile, moving this grade level above the national average. Grade 8 students recorded a 67th growth percentile, with achievement improving from the 37th percentile to the 47th percentile. Although Grades 6 and 8 remained slightly below the national median in achievement, their above-average growth indicates that students are closing gaps and making meaningful progress.

Grade 5 was the one elementary grade showing weaker growth outcomes. The grade-level median growth percentile was 28, indicating slower growth than national peers, although achievement still improved modestly from the 49th percentile to the 54th percentile. This suggests that while students maintained near-average performance levels, the pace of growth was not as strong as in other grades and may warrant additional attention.

High school results should be interpreted cautiously because of very small sample sizes, but they were generally strong. Grade 9 showed a median growth percentile of 77, and achievement increased from the 88th to the 91st percentile, while Grade 11 maintained very high achievement, improving from the 83rd to the 85th percentile. Grade 10 showed a slight decline in achievement from the 85th to the 72nd percentile, although results are based on a single student and therefore are not representative of broader trends.

Overall, the NWEA MAP Mathematics data indicate that JCS-Manzanita students are making substantial academic growth across most grade levels, with schoolwide growth significantly exceeding national norms. The combination of a 65th percentile growth rate and an increase in overall achievement from the 44th to the 54th percentile suggests that the school is successfully helping students improve mathematical skills and close achievement gaps. While Grade 5 may require additional instructional support and some middle school grades remain below national achievement averages, the overall results reflect a strong mathematics program characterized by above-average growth and improving achievement across the school.

LOCAL DATA: NWEA MAP (READING)

JCS-Manzanita's 2025–26 NWEA MAP Reading results indicate that students are performing above national averages overall and continuing to make solid academic growth, although growth was somewhat more moderate than in mathematics. Across all tested students (n=154), the school achieved a median growth percentile of 57, meaning students grew faster than 57% of their academic peers nationwide. While this growth is only moderately above the national norm of the 50th percentile, it demonstrates that students are making meaningful progress in reading. Achievement levels were a particular strength, with the school posting a 62nd percentile median achievement in the fall and improving to the 64th percentile in the spring, indicating that the average JCS-Manzanita student performed better than nearly two-thirds of students nationally. Additionally, the proportion of students scoring above the 80th percentile increased from 25% in the fall to 29% in the spring, reflecting growth among higher-performing readers as well.

The strongest reading outcomes were observed in several elementary and secondary grades. Grade 3 demonstrated particularly strong performance, maintaining a high 78th percentile achievement level while posting a 69th percentile growth rate, indicating that students were already high-achieving and continued to grow faster than national peers. Grade 4 also showed strong results, with a 63rd percentile growth rate and achievement improving from the 48th percentile to the 59th percentile, moving students above the national average by spring. At the secondary level, Grade 9, Grade 11, and Grade 12 all demonstrated high levels of achievement, with median spring achievement percentiles of 81st, 82nd, and 87th, respectively. Although these grades have small sample sizes, the results suggest that many high school students are performing well above national norms in reading.

Middle school students also showed positive overall trends. Grade 7 students improved from the 52nd percentile to the 64th percentile, supported by a solid 58th percentile growth rate. Grade 8 students posted a 59th percentile growth rate and increased achievement from the 58th percentile to the 64th percentile, indicating steady progress and above-average performance. Grade 6 was more mixed, with a 56th percentile growth rate but a slight decline in achievement from the 51st percentile to the 48th percentile. Even so, growth remained slightly above national expectations, suggesting that students continued to make progress despite a modest decline in relative standing.

The primary area for attention appears to be the lower elementary grades. Grade 2 recorded a below-average growth percentile of 34, and achievement declined slightly from the 63rd percentile to the 60th percentile. Similarly, Grade 5 posted a growth percentile of 37, with achievement declining from the 65th percentile to the 61st percentile. While both grades remain above the national average in achievement, the slower growth rates suggest that additional instructional support may be needed to ensure students continue making expected progress.

Overall, the NWEA MAP Reading results portray JCS-Manzanita as a school with strong reading achievement and generally positive growth trends. Students are performing well above national averages overall, and many grade levels—particularly Grades 3, 4, 7, and 8—demonstrated both strong achievement and strong growth. The schoolwide increase from the 62nd to the 64th percentile in achievement, combined with a 57th percentile growth rate, suggests that students are not only maintaining above-average reading performance but are continuing to build literacy skills over time. These results are particularly encouraging when considered alongside the California Dashboard data, as they indicate that students are making measurable gains in reading even as state assessment outcomes continue to fluctuate.

LOCAL DATA: HOLISTIC STUDENT ASSESSMENT

The JCS-Manzanita Holistic Student Assessment (HSA) dashboard for the 2025–2026 school year reflects data from 91 completed pre-surveys and no completed post- or mid-surveys to date. The findings indicate a significant level of student support need, with 46.2% of students identified in Tier 3, 30.8% in Tier 2, and only 23.1% in Tier 1. On average, students demonstrated 1.8 strengths and 4.3 challenges per student, suggesting that many students may require substantial social-emotional and academic support interventions. The strongest areas identified among students were Emotion Control (31.9%), Empathy (15.4%), and Relationships with Peers (15.4%). However, the most common challenges included Academic Motivation and Relationships with Adults (both 39.6%), followed closely by Assertiveness (38.5%), Perseverance (37.4%), and Reflection (35.2%). Additional areas of concern included Optimism, Learning Interest, Critical Thinking, and Peer Relationships, indicating broad needs connected to engagement, resilience, and interpersonal development.

The demographic profile of participating students shows that the majority of respondents were in grades 4 through 8, with the largest representation from 4th and 8th grade students (22.0% and 20.9%, respectively). Most students identified as boys (62.6%), while 30.8% identified as girls. Students ranged in age from 8 to 17 years old, with the highest concentrations among ages 9, 13, 11, and 12. English was the primary language for 82.4% of participants, while 15.4% reported a language other than English. The racial and ethnic makeup of

respondents was diverse, with the largest group identifying as Latino or Hispanic (30.0%), followed by White/Caucasian non-Hispanic students (21.1%), African-American/Black students (15.6%), and students who preferred not to self-describe or answer. Overall, the data suggest that JCS-Manzanita serves a diverse student population with considerable social-emotional and motivational support needs, particularly in areas connected to academic engagement, adult relationships, and persistence.

Reflections: Technical Assistance

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

JCS-Manzanita does not meet the requirements for Technical Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A - JCS-Manzanita is not eligible for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	School Site Council Meetings (Group Discussion/Open Forum) - November 2025, February 2026, May 2026
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	"School Satisfaction" and Local Indicator Survey - March 2026
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	Leadership "Chats" (Soda with the Superintendent, Coffee with the Cabinet, Coffee with the Principal, etc.) - Ongoing
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	Public Comment at Monthly Board Meetings - Monthly
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	LCAP Goal Surveys - November 2025, January 2026, April 2026

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

The LEA purposefully engaged Educational Partners, including Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel), in the development of the LCAP through group discussion in open forum settings such as School Site Council Meetings and Leadership Chats, Ongoing Feedback Surveys, and the Public Comment portion of the monthly Board Meeting. Throughout the year, these partners were asked to provide input on LCAP Goals. They were presented with student outcome data to demonstrate progress toward goals and prompted to provide feedback on the actions in service of the goals. Quantitative data were primarily collected via surveys. Qualitative data were collected via multiple engagement processes, including surveys and discussions at meetings and events.

PARTNER FEEDBACK AROUND LCAP GOAL 1 (CONDITIONS OF LEARNING)

Partner feedback from surveys and stakeholder input indicates that JCS-Manzanita is viewed very positively overall, with partners consistently highlighting the strength of the school's teachers, small class sizes, personalized learning approach, strong communication, and supportive relationships between staff and families. Parents and students described teachers as knowledgeable, responsive, and committed to student success, while home study families appreciated the availability of educational facilitators and access to enrichment opportunities.

Stakeholders also noted that facilities are generally safe and well-maintained, with few concerns raised regarding the learning environment. Survey responses reflected strong confidence in the quality of instructional materials, staff, and school resources.

At the same time, partners identified several opportunities for improvement. Families and staff expressed a desire for increased staffing, including additional teachers, paraprofessional support, and measures to improve staff retention. Educational Partners emphasized the importance of effective implementation of IEPs and stronger support for students with disabilities. Home study families requested better access to instructional resources, including a more user-friendly online resource center search system and clearer materials to support learning at home. Staff also noted the need for intervention resources aligned to the curriculum and materials that could be shared with families during SST processes. Additional suggestions included improving outdoor spaces and classroom furnishings, increasing supervision and social interaction opportunities during recess and lunch, maintaining favorable teacher-to-student ratios, and reducing situations where multiple grade levels are taught together. Overall, partner feedback reflects strong satisfaction with current learning conditions while emphasizing the need for continued investment in staffing, student support services, resource accessibility, and equitable learning opportunities.

PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)

Partner feedback regarding student outcomes reflects strong confidence in the quality of instruction, student support, and overall academic growth at JCS-Manzanita. Survey respondents consistently described teachers as caring, knowledgeable, and responsive, noting that students are known personally by staff and receive individualized support. Parents praised effective communication, personalized learning strategies, enrichment opportunities such as field trips and Beyond, and the school's welcoming environment. Many families reported that their children are challenged appropriately, making academic progress, and developing skills needed for future success. Stakeholders also expressed confidence that students are generally well prepared to advance to the next grade level, with staff using assessment data and differentiated instruction to address student needs. Feedback from the School Site Council highlighted appreciation for teachers' effective instructional practices, responsiveness to students with diverse needs, and support provided by educational facilitators in both academy and home study programs.

Partners also identified opportunities to strengthen student outcomes and future readiness. Several respondents emphasized the need for additional classroom aides, intervention support, and special education staffing to better serve students with disabilities and ensure equitable access to learning. Families suggested increasing critical-thinking and hands-on learning opportunities, enhancing life-skills instruction, and providing more support for students requiring accommodations. Some parents raised concerns about the effectiveness of certain curriculum components, particularly writing preparation and online math instruction, and requested additional resources to help families better understand how their children learn. Stakeholders also recommended making surveys more accessible by reducing educational jargon and expressed interest in expanded programs, extended enrichment opportunities, stronger college- and career-readiness connections, and additional training and resources to support diverse learners. Overall, partner feedback indicates strong satisfaction with current instructional practices while highlighting the need for continued investment in student support services, equitable access, and preparation for long-term academic and life success.

PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)

Partner feedback regarding school climate and culture reflects a strong sense of belonging, connection, and support within the JCS-Manzanita community. Families, staff, and students consistently described the school as welcoming, respectful, and inclusive, emphasizing the positive relationships that exist among staff, students, and families. Stakeholders shared examples of feeling valued through open

communication, responsiveness to concerns, and personalized support for both academic and personal needs. Parents noted that staff are accommodating and compassionate, particularly when supporting students with medical or other unique needs. Staff members reported feeling respected and included in decision-making processes, while home study families expressed appreciation for being integrated into school activities and events. The school's small size was frequently cited as a strength, allowing staff to know students and families well and provide individualized support that fosters a strong sense of community and belonging.

Partners also identified opportunities to further strengthen inclusivity and family engagement. Stakeholders suggested creating more opportunities for students to share their diverse cultural backgrounds, traditions, experiences, and perspectives with their peers, while also highlighting resources and literature that reflect diverse identities and experiences throughout the year. Participants emphasized the importance of continuing to provide multiple ways for students to demonstrate learning and ensuring that instructional practices meet a variety of student needs. Families and staff recommended expanding parent education opportunities, strengthening partnerships with community organizations such as libraries and local service groups, increasing community-based events and fundraisers, and continuing close collaboration with the PTO. Additional feedback highlighted the value of regular positive communication with families, proactive outreach, and maintaining strong connections between home study and academy programs. Overall, partner feedback indicates that JCS-Manzanita has cultivated a positive and inclusive school culture and that continued efforts to celebrate diversity, strengthen community partnerships, and deepen family engagement will further support LCAP Goal 3.

Overall, the LEA has internalized this feedback and embraced it within the development of the 2026/2027 Local Control and Accountability Plan. The goals included in this LCAP are aligned with the state priorities, and a majority of the metrics are required, but the actions and services are inspired by educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Manzanita, citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. Suggestions for improvement include purchasing more curriculum materials, upgrading technology, and improving facilities (for example, restroom repairs). The need for facility improvements is also evidenced through our annual FIT tool, which was rated "Good" due to deficiencies such as leaks causing interior damage, warped floor panels, broken tiles, and deterioration of exterior cement. Additionally, our local indicators tell us our school can focus on continuing to improve and update resources to support student learning at home. Parents, students, and staff provided feedback that they value choice and want more curriculum options to attend to the personalized needs and approaches of homeschooling. Staff also recognizes the need for curriculum options that are rigorous, more closely aligned to standards, and engaging. Providing more engaging/creative assignments, enhanced technology, and increasing support for students with disabilities and socio-economically disadvantaged students were also called out in SSC group discussions, survey data, and the conversation campaign. This need is also evidenced through equity gaps on the CA Schools Dashboard. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "Clear" FTE/appropriately assigned teachers as measured by CALSASS	2022/2023 - 100%	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of students with access to standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	2027/2028 - 100%	Maintained
1.3	Percentage of EL students with access to ELD standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	2027/2028 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Good	Fall 2024 - Good	Fall 2025 - Good	Fall 2026 - Good	Maintained
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 0% Full Implementation and Sustainability 52% Full Implementation 43% Initial Implementation 4% Beginning Development 0% Exploration and Research Phase	Spring 2025 4% Full Implementation and Sustainability 83% Full Implementation 13% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2026 - 44% Full Implementation and Sustainability 56% Full Implementation 0% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2027 >75% Full Implementation	Full Implementation - Increased (+48%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 4 Instructional Materials - Level 4 Staff Support/Feedback - Level 3	Spring 2025 Professional Learning - Level 3 Instructional Materials - Level 4 Staff Support/Feedback - Level 4	Spring 2026 - TBD Professional Learning - Level 4 Instructional Materials - Level 5 Staff Support/Feedback - Level 4	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - Maintained Instructional Materials - Increased (1 Level) Staff Support/Feedback - Increased (1 Level)
1.7	Report Rating(s) for Programs and Services within the Local Performance Priority 7 Self-Reflection Tool for all students, unduplicated student groups, and students with exceptional needs	Spring 2024 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2025 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2026 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2027 100% of all students including SwD and unduplicated students have access to programs and services.	Maintained

Goal Analysis [2025-26]

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

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

1.2 - Although the LEA ensured all TK-8th-grade students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards-aligned core curriculum and creating hands-on supplements, the capacity of staff to research and adopt new curriculum (as needed) was limited. The LEA still has some outdated curriculum, particularly in middle school, that needs to be evaluated, refined, and possibly replaced.

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.

1.2 - The School utilized some open-source (free) curriculum; therefore, actual expenses for Action 1.2 were less than projected. Additionally, due to the limited capacity of staff to fulfill one component of this action (research and adopt new curriculum as needed), the LEA has less estimated actual expenditures for this action.

1.5 - The School had increased copy expenses in FY25/26 due to students needing printed copies of online resources. As a result, the actual expenditures for the action were more than planned.

1.9 - The School budgeted for four (4) induction candidates, but there were only three (3) staff members who needed to clear their credentials through the induction program in FY25/26; therefore, while the induction program was available and the action was carried out as planned, actual expenses associated with Action 1.9 were less than projected.

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

The actions associated with LCAP Goal #1 were largely effective in ensuring equitable conditions of learning for all students by maintaining access to qualified staff, standards-aligned instructional materials, safe facilities, and student support services. Evidence indicates that the LEA successfully sustained 100% appropriately assigned and credentialed teachers, demonstrating the effectiveness of Actions 1.1 and 1.9 focused on teacher credentialing, induction, and professional support. Additionally, Actions 1.2, 1.4, 1.5, and 1.6 were effective in ensuring that 100% of students, including English Learners, had access to standards-aligned instructional materials and technology resources for use both at school and at home. Facility conditions also remained strong, with the school maintaining a “Good” rating on the Facility Inspection Tool, reflecting the effectiveness of Action 1.7 related to maintaining safe, clean, and functional learning environments. Furthermore, Actions 1.8 and 1.10 contributed to ensuring that all students, including unduplicated pupils and students with disabilities, continued to have access to programs, services, and educational resources necessary to support a broad course of study.

Measures related to implementation quality also showed positive progress. The Local Indicator Priority 2 Self-Reflection Tool demonstrated substantial growth in implementation and sustainability, with the percentage of indicators rated at the highest level increasing from 4% in Spring 2025 to 44% in Spring 2026, indicating stronger systems for professional learning, instructional materials, and staff support. ELD-related indicators improved as well, with instructional materials increasing from Level 4 to Level 5 and staff support increasing from Level 3 to Level 4, suggesting that investments in curriculum, professional development, and instructional supports were yielding positive results.

While overall progress toward Goal #1 was strong, stakeholder feedback identified areas where the actions could be strengthened. Parents and staff reported no major concerns regarding facilities, although one isolated classroom maintenance issue involving water intrusion was noted. Stakeholders also expressed challenges related to equitable access to resources outside the classroom. Specifically, concerns were raised about academy students receiving limited support for completing independent work at home, difficulties navigating the resource center to locate instructional materials, and a lack of readily available intervention resources aligned to the core curriculum. These comments suggest that while access to materials and services was maintained, additional efforts may be needed to improve resource organization, parent accessibility, and intervention supports to fully realize the goal of equitable learning conditions for all students. Overall, the available evidence indicates that Goal #1 actions were effective in maintaining high levels of access and quality, with opportunities for continuous improvement in resource accessibility and support systems.

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

1.2 - The School is closing its Middle School Academy program (G6-8) in 26/27, and it will continue to use some open-source (free) curriculum; therefore, the projected expenditures for this action have been reduced in FY26/27.

1.3 - The staff member who supports this action now has a clear credential, which will result in a pay increase. As a result, the projected expenditures for this action have been increased.

1.4 - The School recognizes that ELD curriculum and instructional materials (1.4) are a basic service and, while it is in service of unduplicated pupils, it is required by the state of California and not a service "above and beyond" for the needs of its population; therefore, Action 1.4 will not be marked as "contributing" in the 26/27 LCAP.

1.5 - 26/27 projected expenditures for this action have been increased to match the FY25/26 actual expenditures.

1.7 - Although the School is closing the Middle School Academy program and releasing a facility, the School intends to increase plant maintenance (fix air conditioning) for the remaining building. The School is also considering increasing the scope of cleaning. As a result, projected expenditures for this action are increased in FY26/27.

1.9 - The School only anticipates having one (1) Induction candidate in 26/27, but will budget for two (2), lowering the projected expenditures for this action, just in case a new teacher who needs to clear his/her credential is hired in 26/27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No
1.2	TK-8 Standards-aligned Curriculum & Materials	Ensure all TK-8 students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards-aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	\$40,000.00	Yes
1.3	Physical Education	Provide curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$80,000.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED, EL, and FHY along with copies of materials that need to be printed, as needed.	\$14,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$30,000.00	No
1.7	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	\$40,000.00	No
1.8	Programs and Services	Continue to provide programs & services for Unduplicated Pupils and Students with Disabilities such that students have access to a broad course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)	\$10,000.00	Yes
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	\$10,000.00	No
1.10	Williams Act	Coordinate the review process for the Williams Act monitoring list with the county office by ensuring the LEA provides students with equal access to basic educational needs, including Instructional Materials, Safe and Decent Facilities, and Qualified Teachers.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide high-quality, equitable, and responsive instruction so that ALL students can reach their full academic potential and be well-prepared for post-secondary experiences.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance and College and Career Readiness Indicators on the CA Dashboard, as well as partner input, we've determined the school needs to dedicate resources, time, and attention to providing high-quality, equitable, and responsive instruction so all students can succeed at high levels. Declining achievement at the end of the last 3-year LCAP cycle and failure to meet desired outcomes related to academic performance indicate that all students must continue increasing communication and critical thinking skills in Language Arts, Math, and Science. This is especially important for unduplicated students who have lower performance levels on the CA School Dashboard. Additionally, secondary students need increased opportunities to be prepared for life after graduation and considered College and Career Ready, including a-g course access, dual enrollment, and career-technical education (CTE) opportunities. Through a lens of equity, the school will focus on the needs of ALL students, ensuring significant subgroups and unduplicated groups have comparable student outcomes. This includes the school's ability to support English Learners on their path to becoming fluent in English. We will monitor growth and make instructional decisions to impact achievement in differentiated areas of need throughout the school year using the NWEA MAP assessment. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard)	Spring 2023 All: -20.8 (Orange) SED: -62.4 (Orange) SwD: -93.0 (Red) Hispanic: -37.2 (Orange)	Spring 2024 All: -6.4 (Yellow) SED: -39.6 (Yellow) SwD: -65.3 Hispanic: -18.8 (Yellow)	Spring 2025 All: 20.9 points below (Orange) SED: 33.2 points below (Yellow) SwD: 54.1 points below	Spring 2026 All: > -5 (Green) SED: > -53.4 (Yellow) SwD: > -70 (Yellow) Hispanic: > -28.2 (Yellow)	All: Declined (-0.1) SED: Increased (+29.2) SwD: Increased (+38.9) Hispanic: Increased (+3.8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 33.4 points below (Orange)		
2.2	CAASPP Math DFS (CA Dashboard)	Spring 2023 All: -38.5 (Orange) SED: -75.2 (Orange) SwD: -117.7 (Red) Hispanic: -57.9 (Orange)	Spring 2024 All: -33.3 (Yellow) SED: -55.8 (Yellow) SwD: -77.2 (Yellow) Hispanic: -50.8 (Yellow)	Spring 2025 All: 57.4 points below (Orange) SED: 75.6 points below (Orange) SwD: 106.9 points below Hispanic: 85.3 points below (Orange)	Spring 2026 All: > -25.0 (Green) SED: > -66.2 (Yellow) SwD: > -102.7 (Orange) Hispanic: > -48.9 (Yellow)	All: Declined (-18.9) SED: Declined (-0.4) SwD: Increased (+10.8) Hispanic: Declined (-27.4)
2.3	% of 11th Grade students who Met/Exceeded Standard in ELA to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 67%	Spring 2024 All: 100%	Spring 2025 All: 50% (Parsec)	Spring 2026 All: > 65%	All: Declined (-17%)
2.4	% of 11th Grade students who Met/Exceeded Standard in Math to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 67%	Spring 2024 All: 80%	Spring 2025 All: 50% (Parsec)	Spring 2026 All: > 50%	All: Declined (-17%)
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test (NWEA MAP)	Fall23 Achievement: 50th Percentile Spring24 Achievement: 54th Percentile Fall23-Spring24 Growth: 52nd Percentile	Fall 2024 Achievement: 52nd Spring 2025 Achievement: 51st Fall 23 - Spring 24 Growth: 49th	Fall 2025 Achievement: 62nd Spring 2026 Achievement: 64th Fall 25 - Spring 26 Growth: 57th	Spring27 Achievement: >50th Percentile Fall26-Spring27 Growth: >50th Percentile	Fall Ach: Increased (+12) Spring Ach: Increased (+10) Fall-Spring Growth: Declined (+5)
2.6	Average achievement & growth percentile on the NWEA MAP Math Test (NWEA MAP)	Fall23 Achievement: 43rd Percentile Spring24 Achievement: 56th Percentile	Fall 2024 Achievement: 38th Spring 2025	Fall 2025 Achievement: 44th Spring 2026 Achievement: 54th	Spring27 Achievement: >50th Percentile Fall26-Spring27	Fall Ach: Increased (+1) Spring Ach: Declined (-2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall23-Spring24 Growth: 76th Percentile	Achievement: 42nd Fall 23 - Spring 24 Growth: 57th	Fall 25 - Spring 26 Growth: 65th	Growth: >50th Percentile	Fall-Spring Growth: Declined (-11)
2.7	% of SST students meeting CAASPP growth goal (21+ points)	2023 CAASPP to 2024 CAASPP ELA: 86% Math: 67%	2024 CAASPP to 2025 CAASPP ELA: 50% Math: 100%	Spring 2025 - Spring 2026 ELA: N/A Math: 33%	2023 CAASPP to 2024 CAASPP ELA: 60% Math: 60%	ELA: N/A Math: Declined (34%)
2.8	% of SST student meeting NWEA MAP growth goal	Spring 2024 ELA: 61% Math: 82%	Spring 2025 ELA: 60% Math: 43%	Spring 2025 - Spring 2026 ELA: 100% Math: 67%	Spring 2027 ELA: 60% Math: 60%	ELA: Increased (+39%) Math: Declined (-15%)
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline to be determined in Spring 2025.	2024/2025 ELA: 20% Math: 0%	Spring 2025 - Spring 2026 ELA: 0% Math: 33%	Spring 2027 ELA: 50% Math: 50%	ELA: Declined (-20%) Math: Increased (+33%)
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 33.3% SED: 20.7% SwD: 0% Hispanic: 41.7%	Spring 2024 All: 33.3% (-12 DFS) SED: 21% (-17.2 DFS) SwD: 0% Hispanic: 28.2% (-15.1 DFS)	Spring 2025 All: 44% (56.3 points, Green) SED: 27% (53.8 points) SwD: 21% (49.4 points) Hispanic: 36% (50.1 points)	Spring 2026 All: > 45% SED: > 30% SwD: > 20% Hispanic: > 45%	All: Increased (+11%) SED: Increased (+6%) SwD: Increased (+21%) Hispanic: Declined (-6%)
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 7%	Fall 2024 EL: 31%	Fall 2025 EL: 13%	Fall 2026: EL: > 20%	Increased (+6%)
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Local Calculation)	Spring 2023 EL: 75%	Spring 2024 EL: 40%	Spring 2025 EL: 40%	Spring 2026 EL: > 75%	Declined (-35%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	% of College and Career Ready graduating students (SIS)	Spring 2023 All: 75%	Spring 2024 All: 60%	Spring 2026 All: 50%	Spring 2026 All: > 50%	Declined (-25%)
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2023 All: 14%	Spring 2024 All: 60%	Spring 2026 All: 0%	Spring 2026 All: > 50%	Declined (-14%)
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2026 All: 0	Spring 2026 All: > 10%	Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2026 All: 0%	Spring 2026 All: > 5%	Maintained
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2026 All: 0%	Spring 2026 All: 0%	Maintained
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 39%	Spring 2025 All: 41%	Spring 2026 All: 21%	Spring 2027 Overall: 50%	Declined (-18%)
		20/21 Cohort: 60% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 22%	21/22 Cohort: 100% 22/23 Cohort: 33% 23/24 Cohort: 29% 24/25 Cohort: 0%	22/23 Cohort: 50% 23/24 Cohort: 33% 24/25 Cohort: 0% 25/26 Cohort: 0%		
2.19	% of students who have completed 2 or more	Spring 2024 Overall: 30%	Spring 2025 All: 29%	Spring 2026 All: 21%	Spring 2027 Overall: 40%	Declined (-9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college credit courses in high school (SIS)	20/21 Cohort: 40% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 11%	21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 29% 24/25 Cohort: 0%	22/23 Cohort: 50% 23/24 Cohort: 33% 24/25 Cohort: 0% 25/26 Cohort: 0%		

Goal Analysis [2025-26]

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

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

2.3 - Due to the School's Intervention Teacher being on disability for a few months in the Spring, there was an interruption in Intervention Services.
2.4 - ELA and Math Tutoring opportunities with EEPs (consultants) were increased, specifically, for the SwD population in the Home Study program.

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.

2.3 - The interruption in Intervention Services (teacher on disability), resulting in less actual expenditures than planned.
2.4 - There were more actual expenditures than planned due to increased services, specifically to the School's SwD population in the Home Study program.
2.8 - The School's EL population is growing; therefore, there are more personnel expenditures associated with this action.
2.11 - There was an excess of material inventory for this action; therefore, there were fewer actual expenses in FY25/26.
2.12 - 2.16 - The School's High School population has declined; therefore, fewer expenses are needed to support these actions. The impact of the actions for providing student opportunities has not declined.
2.17 - There was an increase in the annual membership renewal fee; therefore, actual expenses were slightly more than projected expenses.
2.19 - Although there was no difference in expenditures for this action, there is a difference in the amount of expenditures which are "contributing" to increased/improved services for Unduplicated pupils because the FY25/26 LREBG (other state) funding was applied to this action.

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

The actions associated with LCAP Goal #2 demonstrated mixed effectiveness in advancing the goal of providing high-quality, equitable, and responsive instruction that prepares all students for academic success and post-secondary opportunities. Several actions designed to strengthen instructional quality, including professional development and collaboration (Action 2.1), benchmark assessments (Action 2.2), intervention supports (Action 2.3), English Learner services (Action 2.8), and data analysis systems (Actions 2.5 and 2.9), contributed to positive outcomes in several academic measures. Reading achievement improved significantly, with NWEA MAP Reading achievement increasing from the 54th percentile to the 64th percentile and growth exceeding the 50th percentile target. Students with disabilities and

socioeconomically disadvantaged students also demonstrated gains in CAASPP ELA performance relative to baseline levels, and science achievement improved across most student groups, including students with disabilities, reflecting the effectiveness of targeted supports and instructional interventions. English Learner reclassification rates increased from 7% to 13%, indicating some success in designated ELD services and monitoring systems.

Evidence also suggests that actions intended to improve equitable and responsive instruction were positively perceived by stakeholders. Parents and teachers reported that staff differentiated instruction, responded effectively to student needs, and provided individualized academic guidance. Families expressed appreciation for enrichment opportunities, educational enrichment partners, field trips, and the Beyond program, while parents of students with unique needs reported feeling supported and understood. Teachers noted the use of assessment data to identify areas for growth and adjust instruction accordingly. These stakeholder responses indicate that many of the instructional and intervention-focused actions were successful in fostering supportive learning environments and responsive educational practices.

However, academic outcome data reveal areas where Goal #2 actions were less effective or have not yet produced the desired results. While reading achievement improved, mathematics performance declined overall, with CAASPP Math Distance from Standard scores decreasing for the overall student group, socioeconomically disadvantaged students, and Hispanic students. College and career readiness indicators also declined. The percentage of college- and career-ready graduates fell from 75% to 50%, A-G completion rates dropped from 14% to 0%, and participation in college credit coursework decreased from 39% to 21%. Additionally, English Learner progress toward increasing ELPI levels declined from 75% to 40%, and several intervention effectiveness measures produced mixed results, with some Tier II students failing to return successfully to Tier I instruction. These outcomes suggest that while many systems and supports are in place, actions related to college and career readiness, advanced coursework access, English Learner growth, and mathematics achievement require further refinement and monitoring to achieve the ambitious targets established under Goal #2.

Overall, the evidence indicates that Goal #2 actions were partially effective. The LEA demonstrated success in strengthening instructional practices, improving reading and science achievement, supporting students through responsive and equitable instructional approaches, and maintaining strong intervention and enrichment systems. At the same time, declining performance in mathematics, college and career readiness indicators, A-G completion, and English Learner growth signals a need for continued improvement and targeted adjustments to ensure that all students are fully prepared for post-secondary success.

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

2.1 - The School is adding a "Teacher Leader" in 26/27 to support this action and work with developing teachers. This will increase projected expenditures in FY26/27.

2.2 - The School is exploring the possibility of adding a math screener assessment, which will increase expenditures for this action in 26/27.

2.3 - The School will add a part-time Intervention paraprofessional and may add a formal intervention program (possibly Amplify), which will increase expenditures for this action in 26/27.

2.8 - Due to the growing EL population, the School will increase projected expenditures for serving the EL population with a program coordinator and teacher.

2.11-2.16 - Due to a decline in High School enrollment, the School will decrease projected expenditures for these actions, which serve to provide college and career readiness opportunities for High School students. The opportunities will still be available to enrolled High School students.

2.18 - The School will increase projected expenditures for this action, aligned to actual expenditures in FY25/26.

2.19 - The School is increasing staff support for the Beyond Program; therefore, projected expenditures have been increased in FY26/27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Provide staff with ongoing professional development, support, collaboration time, and coaching to support high quality Tier I instruction. This includes substitute teacher coverage for instructional rounds, ensuring the high-quality implementation of academic standards, data analysis, use of formative assessment practices, response to intervention, and other best practices to improve student academic outcomes.	\$50,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$5,000.00	Yes
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	\$60,000.00	Yes
2.4	ELA and Math Tutoring	Provide access to educational enrichment partners for math and ELA tutoring support for Home Study.	\$10,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountability to time-sensitive deadlines related to student growth achievement and measurement.	\$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No
2.7	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	\$500.00	No
2.8	EL Coordinator & ELD Teacher	Provide EL coordinator to identify, track, and coordinate services for supporting English Learners including, but not limited to, communicating with staff and parents, adhering to state assessment training and requirements, coordinating designated ELD instruction, assessing the effectiveness of EL curriculums, monitoring compliance with master agreements and work sample collection, attending ELD related professional development and coordinating training for others, and collaborating with supporting teachers of record to ensure the growth and success of English Language Learners. Provide EL teacher(s) with the ability to communicate, guide, monitor progress, and provide instruction aligned to state requirements and the adopted ELD curriculum.	\$50,000.00	Yes
2.9	ParsecGo	Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems, and actions as needed.	\$3,000.00	Yes
2.10	High School Counselor	Fund high school counselor to improve college/career readiness for all students by counseling students in college/career paths and requirements, developing programs and opportunities for students to meet CCR requirements, ensuring courses are a-g approved, analyzing transcript data, providing professional development to teachers in transcript analysis, and looking for new strategies to increase CCI outcomes and promote College/Career Readiness.	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Bound for Blue	Actively promote our Bound for Blue program for students in grades 8+ to incentivize A-G completion through emails, flyers, counseling and EF meetings.	\$200.00	No
2.12	A-G Courses: Current, Culturally Relevant Curriculum	Increase access to current, culturally relevant, and engaging A-G curriculum by 1) reviewing and updating a-g approved courses and 2) adopting and replenishing new curriculum.	\$10,000.00	Yes
2.13	High School Electives	Add, improve, and expand elective choices that will increase a-g completion, emphasize vocational/life skills, and engage learners and support critical thinking.	\$2,500.00	No
2.14	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	\$2,500.00	Yes
2.15	CTE Access	Provide CTE courses that align to form CTE pathways, in partnership with educational partners, and provide any necessary resources and materials aligned to the courses	\$1,000.00	Yes
2.16	CCGI	Provide and promote the use of CCGI so high school students, specifically SwD and SED, may explore their personal interests and skills and apply them to their postsecondary aspirations following graduation.	\$250.00	Yes
2.17	WASC Accreditation & Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Special Education Programming	Seek, analyze, and plan to improve services for students with mild/mod disabilities.	\$5,000.00	No
2.19	Beyond	Implement the "Beyond" program, an optional fifth day of site-based learning to support academic growth and enrichment.	\$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a welcoming and inclusive environment for all students, staff, parents, families and educational partners in support of all students' success in school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from educational partners shows that overall, our students and parents feel connected to and supported by their teachers and that the school provides a safe and nurturing environment. An analysis of data from the state and some local tools, such as our school information system, affirms this, demonstrating low and equitable suspension, expulsion, and drop-out rates for all students. In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. The Chronic Absenteeism DFS for all students was 15.2%, and the SwD subgroup was also placed in the “red” or lowest performance category, requiring a specific action/service for improvement. While chronic absenteeism rates have improved, the actions to address them will remain in the LEA's LCAP for continued improvement and ongoing maintenance. Additionally, analysis of the Holistic Student Assessment (HSA) results shows that the % of students placed in Tier 3 (most significant SEL needs) increased dramatically between 2020 and 2023 and continues to remain high (more than 40%). This indicates an increased need to support students with SEL programs and professionals. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, interest-based electives, and basic needs provisions such as free meals. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since approximately 35% of parents have indicated via survey that they do not believe the school finds ways to involve them in decision-making or are unsure.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Tier I & II students (combined) on HSA	Fall 2023 All: 66.3% SED: 66.2%	Fall 2024 All: 64.2% SED: 70%	Fall 2025 All: 53.9%	Fall 2026 All: >80% SED: >75%	All: Declined (-12.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD: 61.5% Hispanic: 69.7%	SwD: 59.2% Hispanic: 58.6%		SwD: >70% Hispanic: >80%	
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 97.4%	Spring 2026: 96.3%	Spring 2027: > 97%	Declined (-3.7%)
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 15.2% (Orange) SED: 21.6% (Orange) SwD: 29.8% (Red) Hispanic: 15.1% (Yellow)	2023/2024 All: 13.1% (Yellow) SED: 17.4% (Yellow) SwD: 20.5% (Orange) Hispanic: 16.5% (Orange)	2024/2025 All: 6.5% (Green) SED: 10.9% (Yellow) SwD: 9.6% (Green) Hispanic: 9.7% (Green) ELs: 22.2% 2+Races: 0%	2025/2026 All: < 10.0% (Green or Blue) SED: < 10.0% (Green or Blue) SwD: < 20% (Yellow) Hispanic: < 10.0% (Green or Blue)	All: Declined (-8.7%) SED: Declined (-10.7%) SwD: Declined (-20.2%) Hispanic: Declined (-5.8%)
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 1% (Blue) SED: 0.6% (Blue) SwD: 1.1% (Green) Hispanic: 0.7% (Green)	2023/2024 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)	2024/2025 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue) ELs: 0% 2+Races: 0%	2025/2026 - Maintain Baseline All: < 1% (Green or Blue) SED: < 1% (Green or Blue) SwD: < 1% (Green or Blue) Hispanic: < 1% (Green or Blue)	All: Declined (-1%) SED: Declined (-0.6%) SwD: Declined (-1-1%) Hispanic: Declined (-0.7%)
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0.4%	2025/2026 - Maintain Baseline All: < 2%	Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 - Maintain Baseline All: 0%	Maintained
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 11%	2023/2024 All: 0%	2024/2025 All: 0% (Parsec)	2025/2026 All: < 5%	Declined (-11%)
3.8	High School Graduation Rate (SIS)	2022/2023 All: 78%	2023/2024 All: 80%	2024/2025 All: 83.3% (Parsec)	2025/2026 All: 90%	Increased (+5.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 213 students	2024/2025 All: 233 students	2025/2026 All: 246	2026/2027 All: 240 students	Increased (+33 students)
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 75%	Spring 2024 - Fall 2024 All: 72%	Spring 2025 - Fall 2025 All: 68%	Spring 2023 - Fall 2023 All: 85%	Declined (-7%)
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 4 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4.21 out of 5	Spring 2026 (1-5 Rating Scale for Parent Engagement) All: 4.7 out of 5	Spring 2027 All: > 4 out of 5	Increased (+0.7)

Goal Analysis [2025-26]

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

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

3.21 - Due to other school improvement and professional focuses, the School was unable to dedicate resources to creating a Standards-Based Report Card for Home Study. This action will be abandoned in 26/27.

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.

3.4 - The School overprojected the JCS shared cost for Securry; therefore, actual expenses were less than projected.
3.7 - The School overprojected the need to support students with attendance and absenteeism because trends show that there is less need for support in the fall than in the spring. Overall, attendance is good in the fall, but dips in the spring, and fewer annual expenses are needed to fulfill this action.
3.9 - The School offered field trips every month, as planned, but some were free because the School has Title I status; therefore, actual expenses were less than projected for this action.
3.11 - The School increased opportunities and incentives towards recognizing students for high-quality performance and engagement; therefore, there were more actual expenses for this action than projected in FY25/26.
3.13 - The School utilized Enrollment Professor (consulting company) for marketing and did not do as much independent marketing; therefore, there were fewer actual expenses for this action.
3.18 - The School dedicated two part-time paraprofessionals to support the afterschool program; therefore, actual expenditures were more than projected.
3.21 - Due to other school improvement and professional focuses, the School was unable to dedicate resources to creating a Standards-Based Report Card for Home Study. There were no actual expenditures.

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

The actions associated with LCAP Goal #3 were largely effective in fostering a welcoming, inclusive, and supportive environment for students, families, staff, and educational partners. Multiple actions focused on social-emotional learning, family engagement, student recognition, expanded learning opportunities, attendance support, and community-building activities (Actions 3.1–3.21) contributed to positive school climate outcomes. Stakeholder feedback consistently reflected a strong sense of belonging, respect, and inclusion. Parents reported feeling welcomed when visiting campus, appreciated the responsiveness of staff to student needs, and described the school as accommodating and supportive, particularly for students with medical or unique learning needs. Staff similarly reported feeling valued, respected, and included in decision-making processes. The small-school environment was frequently cited as a strength because students and families are known personally by staff, fostering authentic relationships and strong connections throughout the school community.

Student engagement and school climate data further demonstrate the effectiveness of Goal #3 actions. Chronic absenteeism improved substantially across all student groups, decreasing from 15.2% to 6.5% overall and showing notable reductions among socioeconomically disadvantaged students, students with disabilities, and Hispanic students. Suspension rates declined to 0% across all reported student groups, while middle school and high school dropout rates were reduced to 0%. High school graduation rates increased from 78% to 83.3%, and school enrollment grew by 33 students over the baseline year. Parent engagement measures also improved, with the Local Indicator Priority 3 Self-Reflection Tool rating increasing from 4.0 to 4.7 out of 5, suggesting that efforts to strengthen communication, family involvement, and stakeholder participation were successful. These results indicate that actions related to SEL support, attendance interventions, family engagement, leadership development, field trips, expanded learning opportunities, and community events helped create positive conditions that support student success.

Educational Partner feedback provided additional evidence that many Goal #3 actions were successful. Families praised the inclusion of both academy and home study students in field trips, Beyond programming, and school events. Participants highlighted strong communication from staff, positive relationships with families, and responsiveness to individual student needs. Suggestions for continued growth focused primarily on expanding opportunities for students to share diverse cultural, personal, and learning experiences, increasing parent education opportunities, and strengthening partnerships with community organizations. These recommendations reflect a desire to build upon an already positive school culture rather than address significant deficiencies.

While overall progress was positive, several metrics indicate areas for continued attention. The percentage of students identified as Tier I or Tier II on the Holistic Student Assessment declined from 66.3% to 53.9%, and average attendance rates decreased slightly from 100% to 96.3%. Student retention also declined from 75% to 68%, suggesting that while the school continues to attract and engage students, retaining students over time remains an area for improvement. Additionally, although expulsion rates remained low, a slight increase from 0% to 0.4% occurred during the reporting period. These results suggest that continued implementation and refinement of social-emotional supports, attendance initiatives, family engagement efforts, and student connection strategies will be important to sustain and strengthen progress. Overall, however, the evidence indicates that the actions under Goal #3 were effective in creating a welcoming and inclusive school environment and contributed positively to student engagement, family involvement, and overall school climate.

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

- 3.1 - As the School is further along in the LiM implementation progress, fewer material expenses with consultants are needed in FY26/27; therefore, projected expenditures for this action have been decreased.
- 3.2 - The School has received CHYBI (other state) funding to support SEL services; therefore, the school plans to add part-time personnel to provide SEL support services to students. This will increase projected expenditures for HSA and SEL Support Services.
- 3.4 - The School will decrease projected expenditures for this action in FY26/27, aligned to actual expenditures in FY25/26.
- 3.5 - The School expects to receive more Prop 28 (other state) funding in FY26/27; therefore, the School will increase VAPA vendor programming for students, possibly expanding opportunities in theatre/drama.
- 3.7 - The School will decrease projected expenditures for this action in FY26/27, aligned to actual expenditures in FY25/26.
- 3.11 - The School will increase projected expenditures for this action in FY26/27, aligned to actual expenditures in FY25/26.
- 3.13 - The School will decrease projected expenditures for this action in FY26/27, aligned to actual expenditures in FY25/26.
- 3.18 - The School will increase staffing and projected expenditures for the after-school program.
- 3.21 - The School will abandon this action. After two (2) years of trying to prioritize it and being unsuccessful, due to other school improvement and professional focuses, the School may revisit it for the next LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Leader in Me	Implement an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.	\$15,000.00	No
3.2	HSA & SEL Support Services	Administer Holistic Student Assessment annually to assess students’ social-emotional well-being. Collaborate with staff to analyze HSA data and provide tiered levels of SEL support. As needed, provide SEL support services in collaboration with general education staff.	\$27,000.00	No
3.3	PD - SEL & Engagement	Provide ongoing PD to staff in best practices for improving school climate, de-escalation strategies, transformative SEL, and effective re-engagement strategies.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloud-based student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$2,200.00	No
3.5	Arts & Music Programing	Increase Arts and Music Programing for all students.	\$40,000.00	No
3.6	FHY Liaison	Provide Foster/Homeless Youth Liaison who will complete a needs assessment of services, identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP), Communicate resources and educational opportunities to families as available, and provide resources/training to all staff as needed.	\$10,250.00	Yes
3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Seek to address chronic absenteeism rates for SwD, SED, FHY, and ELs by providing daily engagement opportunities, assessing the conditions and needs of student subgroups to understand why they have significantly higher rates, and collaborating with SEL support staff to provide additional support/services, including public transportation to school, as needed. (Note: Action taken to improve the chronic absenteeism rate for SwD due to red indicator on the 2023 CA School Dashboard.)	\$10,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	Continue to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	\$2,500.00	No
3.9	Field Trips	Enhance opportunities for students to engage in real-world experiences and hands-on learning by increasing the amount of field trips students may access.	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	\$2,000.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	\$1,500.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	\$6,000.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$15,000.00	No
3.14	Retention	Retain students by providing high quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	\$500.00	No
3.15	PD-Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school.	\$10,000.00	Yes
3.17	EL Parent Engagement	Allocate Educational Facilitors, by region, to support ELs, increase parent engagement, and provide additional support for Home Study.	\$50,000.00	Yes
3.18	Expanded Learning	Provide expanded learning opportunities including after school care and enrichment with educational partners.	\$60,000.00	Yes
3.19	CAASPP Video Score Reports	Utilize CAASPP Video Score Reports to increase Parent Engagement around their student's academic progress and outcomes.	\$300.00	No
3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Increase attendance and decrease chronic absenteeism by incentivizing and promoting perfect attendance for SwD and Unduplicated Students. (Note: Action taken to improve chronic absenteeism rate for SwD due to red indicator on the 2023 CA School Dashboard.)	\$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$273,281	\$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
10.041%	0.000%	\$0.00	10.041%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: TK-8 Standards-aligned Curriculum & Materials</p> <p>Need: An analysis of the CA Dashboard equity report highlighted lower performance levels for two subgroups on the ELA and Math indicators: Students with Disabilities (SwD) and socio-economically disadvantaged students (SED). Additionally, qualitative data from our staff tells</p>	Based on this data, along with feedback from educational partners, especially teachers, we determined the need to prioritize structured core and supplemental learning resources. We will maintain updates and access to other curriculum while we focus our resources on research-based ELA and Math conducive to a homeschooling environment. Our instructional staff understands the challenges homeschool families are facing; therefore, they are in the best position to develop curriculum maps and pacing guides conducive and	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>us many parents are homeschooling for non-traditional reasons, and many are first-time homeschoolers. These challenges result in disparities in the support students receive while homeschooling, demonstrated through lower academic achievement for our low income students and students with disabilities. Traditional homeschoolers want choice and flexibility and non-traditional Home Study parents want more structure.</p> <p>Scope: LEA-wide</p>	<p>supportive to our student and parent population. Although the updated curriculum will be available to all students, achievement levels will increase for our students with disabilities and low-income students by providing better access and consistency in our curriculum and resources, and removing barriers, like assumptions about the materials and resources found in the home.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>1.5</p>	<p>Action: Technology, Internet, and Instructional Materials</p> <p>Need: Survey data from our staff and parents indicates that SED, FHY, and EL students are faced with barriers to their learning including limited access to technology and the Internet. This can be evidenced through equity gaps in ELA and Math performance on the CA Schools Dashboard.</p> <p>Scope: LEA-wide</p>	<p>We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g., tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect that increasing our technology will lead to growth in achievement, student engagement, increased English proficiency, and more favorable post-secondary outcomes for SED, FHY, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>1.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p>Action: Programs and Services</p> <p>Need: As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p>Scope: LEA-wide</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities, and At-Risk students will have full course access and specialized programs and services. We expect that by continuing to personalize programming, services, and, grade grade-level CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	1.7
2.1	<p>Action: PD & PLCs - Collaborative Tier I Practices for Academic Outcomes</p> <p>Need: After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>Based on this, we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we will increase ELA and math performance for our SwD and low-income students and close the performance gap.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.2	<p>Action: Benchmark Assessments</p> <p>Need:</p>	<p>Based on this, we've determined that assessing with MAP and DIBELS early in the year will allow us to identify which students need intervention early, and assessing twice more throughout the year will help us monitor growth more readily than</p>	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>CAASPP. Although we will assess all students 3x a year with MAP for early identification and monitoring, we will increase ELA and math performance for our low-income students and close the gap in performance through intervention. We expect that by assessing students 3 times a year, we will continue to refine our identification, monitoring, and intervention for low-income students and see greater growth for them in ELA and Math.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.3	<p>Action: Tier II Instructional Support in ELA & Math</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our low-income students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.9
2.4	<p>Action: ELA and Math Tutoring</p> <p>Need:</p>	<p>By providing increased access to ELA and Math tutoring to SED students in our Home Study program, they will get the support needed to achieve at higher levels and close the equity gaps.</p>	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED students achieve below our overall student population on the CAASPP in ELA and Math, with significant equity gaps. On parent and staff feedback surveys, we learned that many of our SED families who homeschool have limited resources and parent-teachers are balancing work and homeschooling. There were multiple requests for more tutoring support in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>2.5</p>	<p>Action: Beyond SST</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. Our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.1-2.9</p>
<p>2.9</p>	<p>Action: ParsecGo</p> <p>Need: ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data</p>	<p>With this data, we will increase achievement and outcomes for our low-income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection webpage and acting on the data, we will see growth in student achievement and more favorable post-secondary outcomes for our low-income</p>	<p>2.1-2.6, 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points in one place and filter the data to look at different subgroups. While this tool is useful for all students, it is especially helpful in tracking data for our low-income (SED) students, foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small.</p> <p>Scope: LEA-wide</p>	<p>students, foster/homeless youth, and English learners.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>2.12</p>	<p>Action: A-G Courses: Current, Culturally Relevant Curriculum</p> <p>Need: National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically.</p> <p>Scope: LEA-wide</p>	<p>While all students will benefit from curriculum that is relevant, modern and inclusive of all cultures, we believe our English learners will improve their language acquisition faster and our low income students will achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curriculums will ultimately lead to increased language acquisition, higher ELPAC scores and higher ELPI rates. We expect that our low income students will perform better academically and on college/career readiness indicators.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.12, 2.13, 2.15</p>
<p>2.14</p>	<p>Action: College Course Credit Access</p> <p>Need:</p>	<p>Best practice shows that students who take College Credit Courses in high school, with support from staff, are more likely to attend college beyond high school. While all of our high school</p>	<p>2.13, 2.18, 2.19</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Since 2020, we have focused heavily on increasing the rate of high school students taking College Credit Courses. Our data indicates that while overall we've made significant gains, our low income students have a significantly lower rate, particularly those who take 2 or more courses. Parent, student, and staff partners also highlighted college credit course access as viable opportunities for all students, including unduplicated students, to meet college & career readiness expectations and raise the bar for high academic standards in feedback surveys and campaigns.</p> <p>Scope: LEA-wide</p>	<p>students benefit from access to College Credit Courses, we believe our low income students will improve their post-secondary school outcomes. We expect that by educating parents and students about the benefits of College Credit Courses, paying for their materials, and supporting them through the process of registration and completion of courses, our low income students will take College Credit Courses at a higher rate, which will improve their post-secondary outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.15	<p>Action: CTE Access</p> <p>Need: Survey results and direct feedback conversations with students, staff, and parents revealed a strong desire for more career and technical education offerings for all students, specifically unduplicated students and students with disabilities. Additionally, the school is currently low performing on the Career and College Indicator on the CA Dashboard; therefore, expanding access for students to become College and Career Ready is necessary for all students.</p> <p>Scope:</p>	<p>Providing CTE courses and pathways will fulfill partner requests for more "life skills' and vocational/technical education training. It will also provide all students, specifically unduplicated students and students with disabilities, with more opportunities to be considered College and Career Ready and, ultimately, increase post-secondary student outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.13, 2.15, 2.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.16	<p>Action: CCGI</p> <p>Need: Parent and staff feedback expressed the need for students to be able to explore and understand post-secondary opportunities aligned to their personalized interests and skills, especially SwD and SED.</p> <p>Scope: LEA-wide</p>	<p>By utilizing CCGI, our SwD and SED will become more engaged in school and inspired to be college and career-ready through the understanding of how it aligns to their future aspirations. While this action is focused on SwD and SED, it will be available for all students as a tool to promote College and Career Readiness.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.13
2.19	<p>Action: Beyond</p> <p>Need: Unduplicated student groups achieve below our overall student population on the CAASPP in ELA and Math, with significant equity gaps. On parent and staff feedback surveys, we learned that many of our unduplicated families who homeschool have limited resources and parent-teachers are balancing work and homeschooling. There were multiple requests for more support on homeschool days including academic intervention in ELA and Math and enrichment for student engagement.</p> <p>Scope: LEA-wide</p>	<p>By providing increased access to ELA and Math support/intervention and enrichment opportunities through a fifth onsite day of learning, students will get the support needed to achieve at higher levels and close equity gaps.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.7</p>	<p>Action: Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils</p> <p>Need: In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. The Chronic Absenteeism DFS for all students was 15.2%, and the SwD subgroup was also placed in the “red” or lowest performance category, requiring a specific action/service for improvement. While chronic absenteeism rates have improved, the actions to address them will remain in the LEA's LCAP for continued improvement and ongoing maintenance.</p> <p>Scope: LEA-wide</p>	<p>As an independent study charter school, JCS-Manzanita claims attendance based on work completion and not on physical presence on a school campus; therefore, addressing Chronic Absenteeism equity gaps requires the school to consider means for supporting work completion when students are being homeschooled. Through the tiered re-engagement process, assessment of reasons for Chronic Absenteeism, and the provision of additional and appropriate resources that remove barriers, the chronic absenteeism rates for all our students, and especially our FHY, SwD, SED, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.2, 3.3</p>
<p>3.12</p>	<p>Action: Parent Engagement & Communication</p> <p>Need: On parent surveys and at family events, the participation rate for underrepresented and unduplicated pupils is very low, and we struggle to secure parent representation on our School Site Council from our student subgroups.</p> <p>Scope:</p>	<p>Increasing efforts to communicate regularly with parents, through varied channels (email, text, phone call, in-person), and with language translation tools, will improve parent engagement for SwD and unduplicated pupils. We will focus on asking for their opinions and feedback, listening, and following up with feedback about how their voices are valued and used to inform school decision-making. While the time and tools to facilitate this increase in parent engagement are focused on SwD and unduplicated students, we will act for all students. Through this action, we will better inform our school decision-making processes with more consideration for the needs</p>	<p>3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>of SwD, SED, ELs, and FHY and increase parent engagement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
3.16	<p>Action: Meals (NSLP)</p> <p>Need: An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within FHY, SwD, and EL subgroups. Additionally, our SED and SwD population have significant equity gaps in academic achievement.</p> <p>Scope: LEA-wide</p>	<p>Providing two meals/day will allow us to meet the basic needs of our students and result in increased engagement and achievement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.1-3.10
3.18	<p>Action: Expanded Learning</p> <p>Need: Our SED and FHY populations face unique challenges and, based on partner feedback, could greatly benefit from expanded learning opportunities including an after-school care program and increased enrichment with educational partners. Additionally, feedback from parents has indicated that access to extended care is necessary to choose JCS-Manzanita and remain enrolled in the school.</p>	<p>By providing this action/service, we will more closely meet the needs of SED and FHY families and increase school engagement. These services will result in increased student retention for SED, FHY, and all students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.9, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.20	<p>Action: Perfect Attendance Awards for SwD and Unduplicated Students</p> <p>Need: In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. Although the Chronic Absenteeism rate improved in 2024 for all students and subgroups, there are still equity gaps for unduplicated pupils, SwD, and Hispanic students.</p> <p>Scope: LEA-wide</p>	<p>By promoting and incentivizing perfect attendance each Learning Period (approximately 20 days), we will motivate students to take accountability for work completed and daily engagement. This will decrease chronic absenteeism rates.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.2, 3.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	<p>Action: EL Coordinator & ELD Teacher</p> <p>Need: The LEA's EL population is increasing, and their needs are diverse, representing several</p>	To make sufficient progress toward English Language proficiency, students need embedded and designated instruction along with at-home support. An EL Coordinator is necessary to track English Learners within the LEA, communicate with families about progress, support and direct	2.11-2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>languages with varying levels of proficiency. Additionally, internal testing data for the EL populations highlights equity gaps in ELA and math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>teachers of record, replenish ELD curriculum, and evaluate the effectiveness of our program. EL Teacher(s) will support EL students by delivering twice weekly online designated instruction focused on listening and speaking, and offering increased support and communication about academic progress to home study families. With this action, we will increase the level of support and structure within our EL program, resulting in more students demonstrating growth on the Summative ELPAC.</p>	
<p>3.6</p>	<p>Action: FHY Liaison</p> <p>Need: Our FHY face unique challenges and need increased support to achieve equitable student outcomes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we will increase and improve services. The development of an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year, while allowing us to further identify the needs of FHY students and provide them.</p>	<p>3.1-3.8</p>
<p>3.17</p>	<p>Action: EL Parent Engagement</p> <p>Need: The LEA's EL population is increasing, and their needs are diverse, representing several languages with varying levels of proficiency. Internal testing data for the EL populations highlights equity gaps in ELA and math. Additionally, we rarely received a sufficient number of responses from EL parents on surveys, and we have been unable to recruit an EL parent or student representative on our School Site Council.</p>	<p>By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we will increase EL parent engagement, which will help to inform our EL program through feedback and improve ELPAC scores through targeted support.</p>	<p>3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,721,708	273,281	10.041%	0.000%	10.041%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$672,800.00	\$102,500.00	\$0.00	\$60,000.00	\$835,300.00	\$528,500.00	\$306,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
1	1.4	ELD Curriculum and Materials	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$14,000.00	\$4,000.00			\$10,000.00	\$14,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.8	Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$4,000.00			\$6,000.00	\$10,000.00	
1	1.10	Williams Act	All	No			All Schools	Ongoing (3 years of monitoring from 2025 - 2028)	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$2,500.00	\$2,500.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$10,000.00	\$16,000.00			\$44,000.00	\$60,000.00	
2	2.4	ELA and Math Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
2	2.6	Collaboration with SELPA	Students with Disabilities	No			All Schools	Ongoing	\$2,500.00	\$0.00		\$2,500.00			\$2,500.00	
2	2.7	SwD Professional Development	Students with Disabilities	No			All Schools	Ongoing	\$500.00	\$0.00		\$500.00			\$500.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.9	ParsecGo	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,000.00	\$500.00	\$2,500.00				\$2,500.00	
2	2.15	CTE Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$500.00	\$500.00	\$1,000.00				\$1,000.00	
2	2.16	CCGI	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$250.00	\$250.00				\$250.00	
2	2.17	WASC Accreditation & Membership	All	No			All Schools	Ongoing	\$0.00	\$1,800.00	\$1,800.00				\$1,800.00	
2	2.18	Special Education Programming	Students with Disabilities	No			All Schools	Ongoing	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.19	Beyond	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$10,000.00	\$78,000.00	\$32,000.00			\$110,000.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.2	HSA & SEL Support Services	All	No			All Schools	Ongoing	\$25,000.00	\$2,000.00	\$4,000.00	\$23,000.00			\$27,000.00	
3	3.3	PD - SEL & Engagement	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.4	Online Safety: Securly	All	No			All Schools	Ongoing	\$0.00	\$2,200.00	\$2,200.00				\$2,200.00	
3	3.5	Arts & Music Programing	All	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$3,000.00	\$37,000.00			\$40,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$0.00	\$10,250.00	\$10,250.00				\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$8,000.00	\$10,000.00				\$10,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$4,000.00	\$6,000.00				\$6,000.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$500.00	\$0.00	\$500.00				\$500.00	
3	3.15	PD-Leadership	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.16	Meals (NSLP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
3	3.18	Expanded Learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
3	3.19	CAASPP Video Score Reports	All	No			All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
3	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,000.00	\$1,000.00	\$5,000.00				\$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,721,708	273,281	10.041%	0.000%	10.041%	\$428,800.00	0.000%	15.755 %	Total:	\$428,800.00
								LEA-wide Total:	\$318,550.00
								Limited Total:	\$110,250.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$40,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.8	Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	\$16,000.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$300.00	

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 (%)
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
2	2.9	ParsecGo	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.16	CCGI	Yes	LEA-wide	Low Income	All Schools	\$250.00	
2	2.19	Beyond	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,000.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
3	3.18	Expanded Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$759,650.00	\$778,450.00

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	Highly Qualified Teachers	No	\$2,500.00	2,500
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	\$50,000.00	30,000
1	1.3	Physical Education	No	\$70,000.00	70,000
1	1.4	ELD Curriculum and Materials	Yes	\$3,000.00	3,000
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$11,000.00	14,000
1	1.6	Technology Support	No	\$30,000.00	30,000
1	1.7	Physical Safety	No	\$30,000.00	30,000
1	1.8	Programs and Services	Yes	\$10,000.00	10,000
1	1.9	Professional Development - Induction	No	\$20,000.00	15,000
1	1.10	Williams Act	No	\$5,000.00	5,000
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	\$30,000.00	30,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Benchmark Assessments	Yes	\$3,000.00	3,000
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$50,000.00	40,000
2	2.4	ELA and Math Tutoring	Yes	\$10,000.00	13,000
2	2.5	Beyond SST	Yes	\$300.00	300
2	2.6	Collaboration with SELPA	No	\$2,500.00	2,500
2	2.7	SwD Professional Development	No	\$500.00	500
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	50,000
2	2.9	ParsecGo	Yes	\$3,000.00	3,000
2	2.10	High School Counselor	No	\$12,000.00	12,000
2	2.11	Bound for Blue	No	\$1,000.00	100
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	10,000
2	2.13	High School Electives	No	\$5,000.00	2,500
2	2.14	College Course Credit Access	Yes	\$4,000.00	2,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	CTE Access	Yes	\$2,000.00	1,000
2	2.16	Scoir	Yes	\$1,500.00	1,000
2	2.17	WASC Accreditation & Membership	No	\$1,300.00	1,800
2	2.18	Special Education Programming	No	\$5,000.00	5,000
2	2.19	Beyond	Yes	\$100,000.00	100,000
3	3.1	Leader in Me	No	\$20,000.00	20,000
3	3.2	HSA & SEL Support Services	No	\$2,000.00	2,000
3	3.3	PD - SEL & Engagement	No	\$3,000.00	3,000
3	3.4	Online Safety: Securly	No	\$3,000.00	2,200
3	3.5	Arts & Music Programing	No	\$30,000.00	30,000
3	3.6	FHY Liaison	Yes	\$10,250.00	10,250
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	\$15,000.00	10,000
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	No	\$2,500.00	2,500
3	3.9	Field Trips	No	\$12,000.00	10,000

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	3.10	Family Events	No	\$2,000.00	2,000
3	3.11	Student Recognition and Incentives	No	\$1,000.00	1,500
3	3.12	Parent Engagement & Communication	Yes	\$6,000.00	60,000
3	3.13	Enrollment	No	\$20,000.00	10,000
3	3.14	Retention	No	\$500.00	500
3	3.15	PD-Leadership	No	\$2,000.00	2,000
3	3.16	Meals (NSLP)	Yes	\$10,000.00	10,000
3	3.17	EL Parent Engagement	Yes	\$50,000.00	50,000
3	3.18	Expanded Learning	Yes	\$50,000.00	60,000
3	3.19	CAASPP Video Score Reports	No	\$300.00	300
3	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	\$5,000.00	5000
3	3.21	Standards-Based Report Card	No	\$2,500.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$267,310	\$421,550.00	\$396,050.00	\$25,500.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	\$50,000.00	30,000		
1	1.4	ELD Curriculum and Materials	Yes	\$3,000.00	3,000		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$1,000.00	4,000		
1	1.8	Programs and Services	Yes	\$10,000.00	10,000		
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	\$30,000.00	30,000		
2	2.2	Benchmark Assessments	Yes	\$3,000.00	3,000		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$50,000.00	40,000		
2	2.4	ELA and Math Tutoring	Yes	\$10,000.00	13,000		
2	2.5	Beyond SST	Yes	\$300.00	300		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	50,000		
2	2.9	ParsecGo	Yes	\$3,000.00	3,000		
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	10,000		
2	2.14	College Course Credit Access	Yes	\$4,000.00	2,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	CTE Access	Yes	\$2,000.00	1,000		
2	2.16	Scoir	Yes	\$1,500.00	1,000		
2	2.19	Beyond	Yes	\$100,000.00	87,000		
3	3.6	FHY Liaison	Yes	\$10,250.00	10,250		
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	\$15,000.00	10,000		
3	3.12	Parent Engagement & Communication	Yes	\$6,000.00	6,000		
3	3.16	Meals (NSLP)	Yes	\$10,000.00	10,000		
3	3.17	EL Parent Engagement	Yes	\$50,000.00	50,000		
3	3.18	Expanded Learning	Yes	\$7,500.00	17,500		
3	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	\$5,000.00	5,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,567,122	\$267,310	0%	10.413%	\$396,050.00	0.000%	15.428%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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