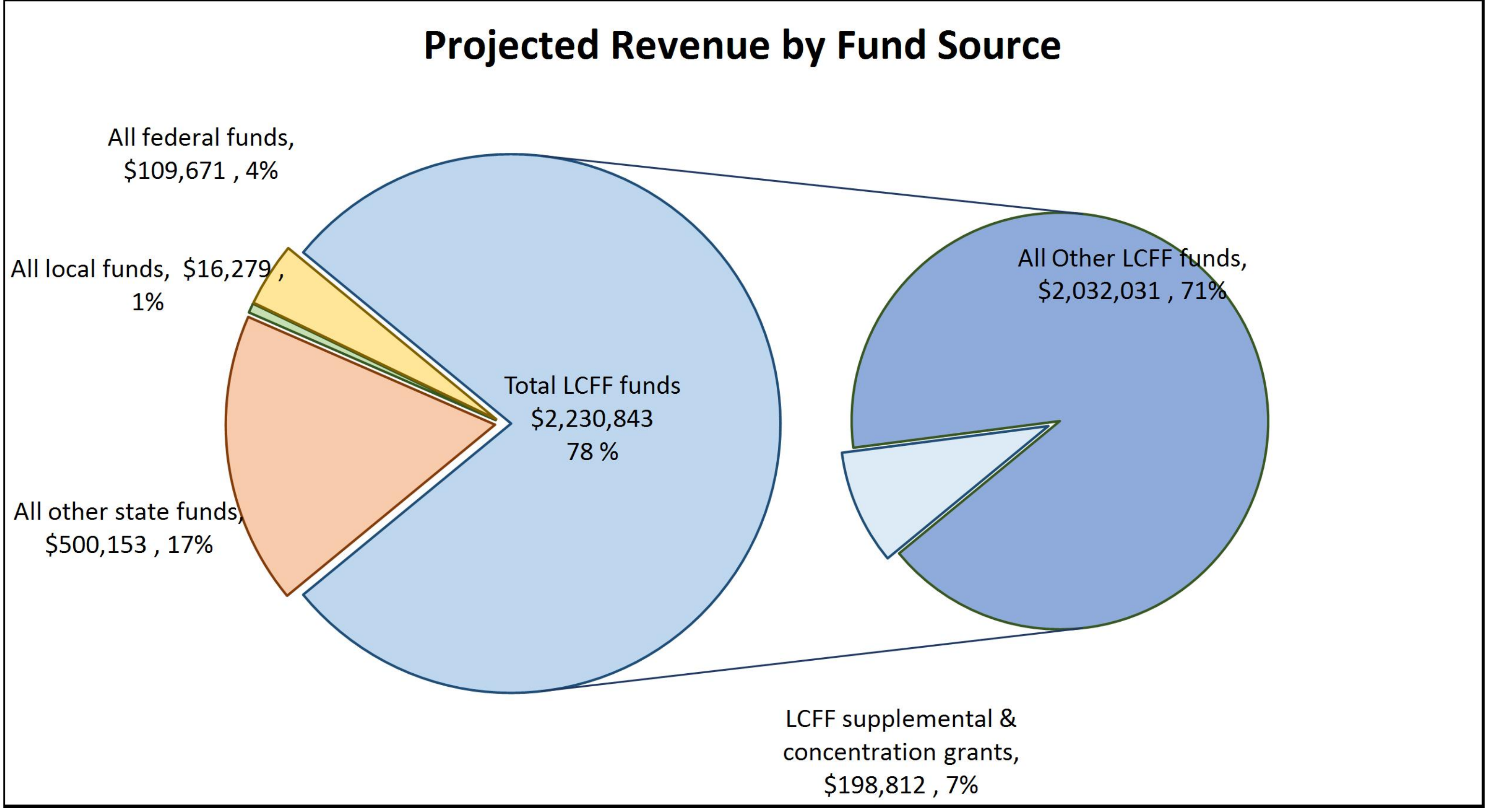
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Pine Valley
CDS Code: 37682130138636
School Year: 2026-27
LEA contact information:
Samantha Nellis
Principal
snellis@jcs-inc.org
(619) 473-1300

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

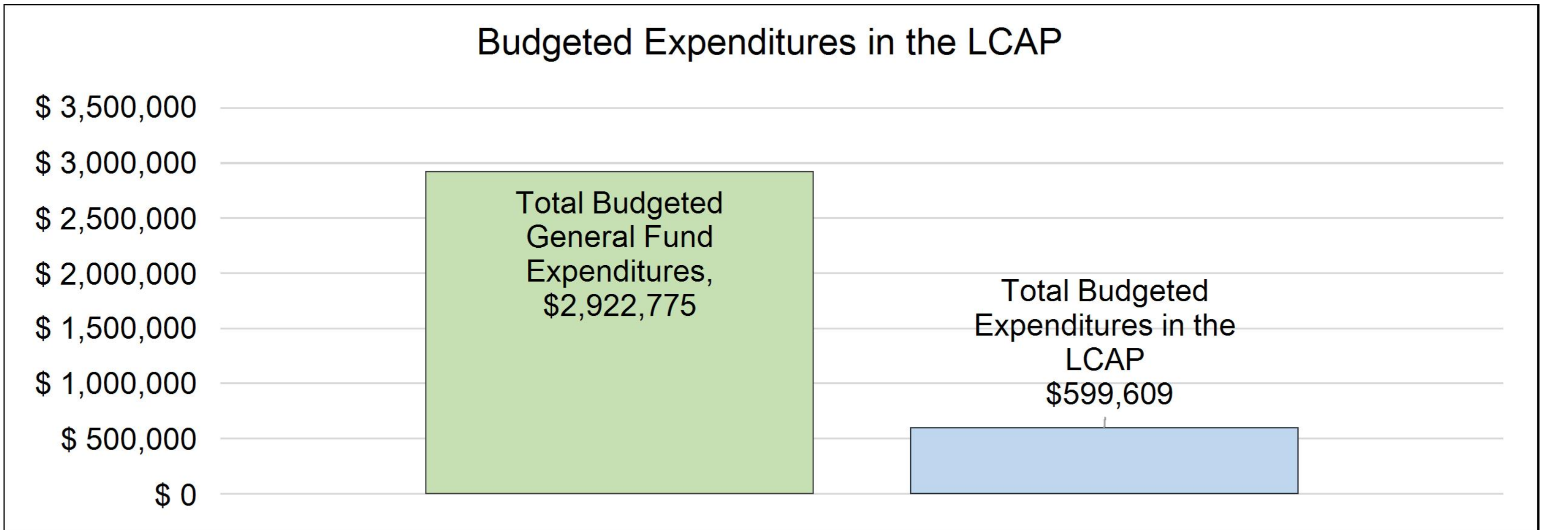


This chart shows the total general purpose revenue JCS-Pine Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Pine Valley is $2,856,946, of which $2,230,843 is Local Control Funding Formula (LCFF), $500,153 is other state funds, $16,279 is local funds, and $109,671 is federal funds. Of the $2,230,843 in LCFF Funds, $$198,812 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-Pine Valley 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-Pine Valley plans to spend $2922775 for the 2026-27 school year. Of that amount, $599,609 is tied to actions/services in the LCAP and $2,323,166 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

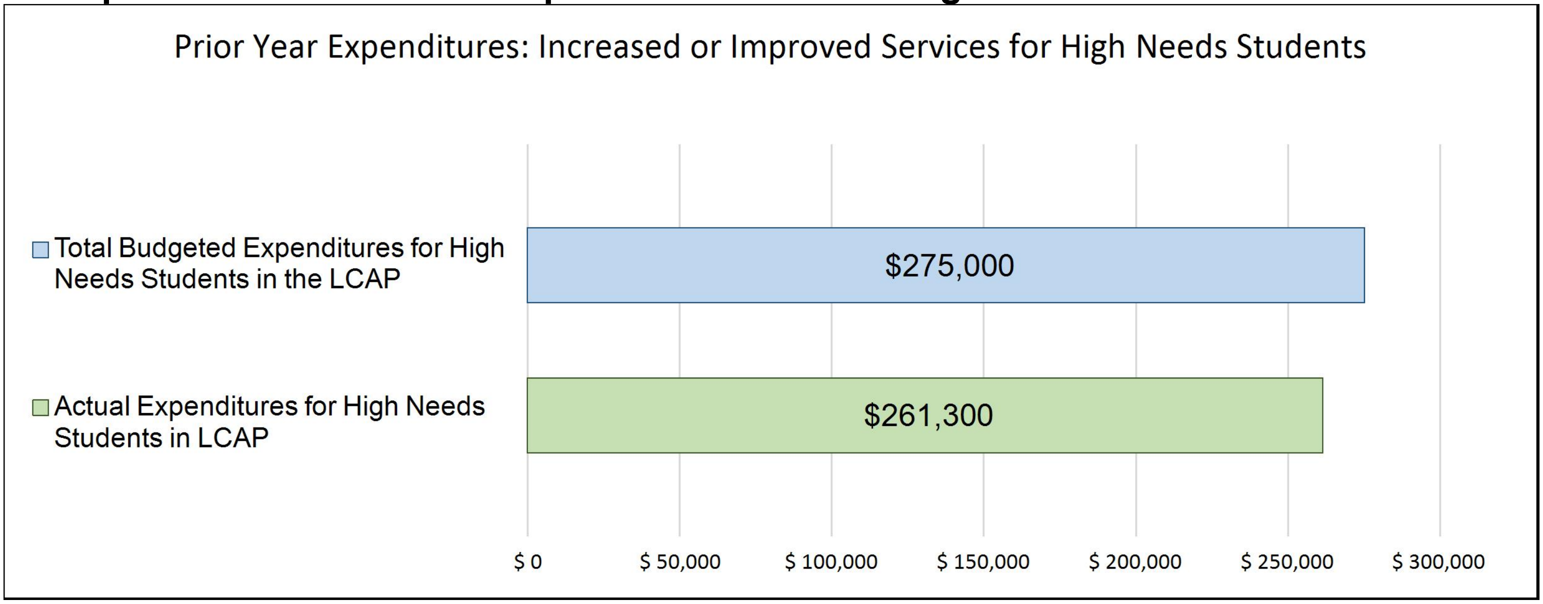
The LCAP is written as a focused goal plan for school improvement. It has been developed based on needs identified through data analysis and partner input. Basic operational costs, such as general education salaries/benefits, are general fund budget expenditures that are not included in the LCAP.

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

In 2026-27, JCS-Pine Valley is projecting it will receive $$198,812 based on the enrollment of foster youth, English learner, and low-income students. JCS-Pine Valley must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Pine Valley plans to spend $249,050 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what JCS-Pine Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what JCS-Pine Valley 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-Pine Valley's LCAP budgeted $275,000 for planned actions to increase or improve services for high needs students. JCS-Pine Valley actually spent $261,300 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $13,700 had the following impact on JCS-Pine Valley’s ability to increase or improve services for high needs students:

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 $9,856 allocation to JCS-PV would be spent in the 25/26 school year on personnel to support the English Learner Community. This is reflected in LCAP action 317, English Learner Engagement and resulted in approximately $10,000 less in contributing LCFF actuals than projected. Additionally, the LEA spent approximately $4,000 less on action 316 (NSLP Meal), also a contributing action, because parents donated healthy snack items to the school.

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-Pine Valley	Samantha Nellis Principal	snellis@jcs-inc.org (619) 473-1300

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-Pine Valley is an independent study TK-12 charter school sponsored by Mountain Empire Unified School District and located in eastern San Diego County. Currently, the school has one center in Pine Valley, Pine Valley Academy, which houses a 6-12 academy that students attend 3-4 days per week. Additionally, there is space for educational facilitators (EFs) to meet with Home Study students and space for special education services.

The mission of JCS-Pine Valley is to empower learners with educational choice. The vision is to work in partnership with families to ensure all learners develop the necessary skills to become contributing members of our local and global communities. The school's theme is cultivating character, and students are encouraged to be involved in community events, community service, recycling, responsible stewardship of nature, ASB activities, and school events. The school also promotes global awareness and strives to step out of our comfortable town and into the world around us. JCS-Pine Valley 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-Pine Valley 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 EF. K-8 students may get instruction one day a week at a learning center, or the EF may work with the parent to incorporate instruction from our educational enrichment partners. Students at the 6-12 academy are taught by a certified teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

Based on the enrollment profile collected on April 10, 2026 (P2), JCS–Pine Valley serves 190 students across grades TK–12, with enrollment distributed throughout the grade span and the largest concentrations in grades 7 (14.2%), 10 (11.6%), 6 (10.0%), and 8 (10.0%). The student population is predominantly White (71.1%), with Hispanic/Latino students comprising 30.0% of the total enrollment by ethnicity. Other racial groups represented include American Indian or Alaska Native (3.2%), Black or African American (1.1%), Filipino (0.5%), Hawaiian (0.5%), and students identifying as other or unspecified categories. The school's gender distribution is relatively balanced, with 53.7% male students, 45.8% female students, and 0.5% identifying as non-binary. Students range in age from 4 to 18 years old, with the largest age groups being 12-year-olds (14.2%), 16-year-olds (12.6%), and 13-year-olds (11.6%). JCS–Pine Valley serves several student subgroups, including 54.2% who are identified as socioeconomically disadvantaged and 16.8% who receive special education services. English learner enrollment is low, with 1.6% of the student population identified as English learners, all of whom speak Spanish. The vast majority of students (97.4%) reside in permanent housing. A small number of students experience housing instability, including those living in doubled-up situations due to economic hardship or with non-parent guardians, and students identified as temporarily unsheltered. Overall, the school serves a predominantly White student population with meaningful socioeconomic diversity and a broad range of grade levels represented. While the LEA doesn't have a migrant population in the traditional sense, there is a somewhat transient population. Some families decide that home study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules. The 6-12 academy, however, has a consistent base of students who typically stay enrolled with the LEA through graduation once they start.

Students come to JCS-Pine Valley 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; others like the balance of home school and classroom-based instruction; and still others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. Because JCS-Pine Valley covers a relatively large geographical area, the student demographics and needs vary somewhat depending on the region. When analyzing data, the LEA considers the needs of its different populations, looking at data for the Academy and Home Study programs separately, to identify students' needs. While JCS-Pine Valley strives to support all learners in meeting their potential, the LEA is very aware of 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-Pine Valley is improving or declining. This information allows us 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-PV 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-PV students due to small enrollment numbers; therefore, we 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 red indicators on the CA School Dashboard: JCS-Pine Valley did not receive the lowest performance level for any indicators on the 2025 CA School Dashboard, 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 $9,856 allocation to JCS-PV would be spent in the 25/26 school year on personnel to support the English Learner Community. This is reflected in LCAP action 3.17, English Learner Engagement. All FY25/26 LREBG funds were spent in FY25/26, and the school is projecting and planning for more LREBG funding in FY26/27 ($24,000), which is written in this LCAP and applied to LCAP 2.3 (Academic Intervention).

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH-LANGUAGE ARTS
English Language Arts (ELA) performance at JCS–Pine Valley showed meaningful improvement in 2025, although overall achievement remains below the state standard. The school received a Yellow performance level, with students performing 18.3 points below standard, an improvement of 11.4 points from the previous year. This gain more than doubled the statewide improvement of 5.1 points and represents the school's strongest ELA recovery since the post-pandemic decline observed in 2023 and 2024. Among the 89 students included in the accountability calculation, JCS–Pine Valley outperformed its own 2024 results by a substantial margin, reducing the achievement gap between students and grade-level standards.

A review of longitudinal data shows a fluctuating but generally positive trend. Prior to the pandemic, students scored 13.2 points below standard in 2019. Performance improved to 7.3 points below standard in 2022, then declined sharply to 24.0 points below standard in 2023 and 29.7 points below standard in 2024. The 2025 result of 18.3 points below standard represents a significant rebound, suggesting that instructional interventions and recovery efforts are helping students regain lost ground. While the school has not yet returned to its pre-pandemic performance levels, the direction of change is encouraging.

Growth data further reinforce this positive trend. The Dashboard classified ELA growth as Average, with 65.7% of students improving their assessment scores from the prior year. Growth was particularly strong among Hispanic students, who achieved an Accelerated growth rating with 78.9% showing improvement, and among students with disabilities, who also earned an Accelerated growth rating with 66.7% improving. White students demonstrated Average growth, with 59.5% improving, while socioeconomically disadvantaged students showed Moderate growth, with 58.8% improving. These results suggest that many students are making progress even though overall proficiency levels remain below standard.

Subgroup performance presents a more nuanced picture. Hispanic students scored 34.7 points below standard, but improved by an impressive 30.9 points, indicating substantial academic gains. Students with disabilities remained one of the lowest-performing groups at 66.5 points below standard, yet they improved by 48.3 points, demonstrating significant growth despite persistent achievement gaps. In contrast, socioeconomically disadvantaged students scored 50.9 points below standard and declined by 6.5 points, making this subgroup a potential area of concern and a priority for targeted support. White students, who represented the largest tested subgroup, scored 16.6 points below standard and improved by 7.4 points, contributing positively to the school's overall improvement.

From an equity perspective, the Dashboard identified one student group in the Orange performance category and one in the Yellow category, indicating that achievement gaps persist among student groups. Although some subgroups showed remarkable growth, overall ELA achievement remains below state expectations for most students. The combination of improving scores, positive growth trends, and notable gains among Hispanic students and students with disabilities suggests that instructional strategies are having an impact. However, continued attention to socioeconomically disadvantaged students and overall proficiency will be critical if JCS–Pine Valley is to move from a Yellow rating toward Green performance in future Dashboard cycles.

Overall, the ELA data tell a story of recovery and improvement rather than full proficiency. Students are making measurable gains, achievement has improved considerably from the previous year, and several historically underserved groups are demonstrating accelerated growth. The next challenge for JCS–Pine Valley will be translating these growth gains into sustained increases in proficiency so that more students meet or exceed grade-level standards.

2025 DASHBOARD ACADEMIC INDICATOR: MATH
Mathematics remains one of JCS–Pine Valley's greatest academic challenges, but the 2025 California Dashboard data indicate that students are making meaningful progress. The school received a Yellow performance level in Mathematics, with students scoring 56.1 points below standard, which is significantly below the state average of 42.4 points below standard. However, the school improved by 6.0 points from the previous year, slightly exceeding the statewide improvement of 5.2 points. While overall achievement remains well below grade-level expectations, the positive change suggests that students are beginning to recover lost ground and that instructional supports are contributing to improved outcomes.

Longitudinal data show that mathematics performance has been relatively stable but consistently below standard. Students scored 53.5 points below standard in 2019, improved slightly to 48.4 points below standard in 2022, then declined to 52.2 points below standard in 2023 and 62.1 points below standard in 2024. The 2025 result of 56.1 points below standard reflects a modest recovery from the previous year but indicates that mathematics achievement has not yet returned to pre-pandemic levels. Unlike ELA, where students made dramatic gains in 2025, mathematics continues to show a deeper and more persistent achievement gap relative to state standards.

Despite the low achievement levels, student growth data are encouraging. Mathematics growth was classified as Accelerated, the school's strongest academic growth designation. Approximately 64.2% of students improved their mathematics scores from the prior year, demonstrating that a majority of students are progressing academically, even if many remain below proficiency. White students earned an Accelerated growth rating, with 71.4% improving their scores, while students with disabilities demonstrated Moderate growth, with 73.3% improving. Hispanic students and socioeconomically disadvantaged students both achieved Average growth ratings. These results suggest that many students are moving in the right direction and that current instructional practices are helping students gain mathematical skills over time.

Subgroup performance highlights both strengths and continuing equity concerns. Hispanic students scored 87.0 points below standard, substantially below the state average for Hispanic students, but improved by 14.2 points, representing one of the strongest subgroup gains in the district. Students with disabilities scored 115.8 points below standard, reflecting the largest achievement gap among reported groups;

however, they also demonstrated a remarkable 66.5-point improvement, far exceeding statewide growth for students with disabilities. These gains suggest that targeted interventions may be helping historically underserved students make substantial progress, even though achievement remains far below proficiency levels.

The school’s largest reported subgroup, White students, scored 49.3 points below standard and improved by 6.5 points, while socioeconomically disadvantaged students scored 68.8 points below standard and improved by 5.8 points. Notably, socioeconomically disadvantaged students performed slightly better than the statewide average for that subgroup, which scored 72.9 points below standard. Although these students remain significantly below grade-level expectations, their performance suggests that JCS–Pine Valley may be mitigating some of the challenges commonly associated with economic disadvantage.

The Dashboard equity report identified two student groups in the Yellow performance category and no groups in Orange or Red, indicating that while achievement gaps exist, no subgroup fell into the state's lowest accountability categories for mathematics. This contrasts with ELA, where one subgroup was identified in Orange, suggesting that mathematics performance, while lower overall, may be somewhat more consistent across student groups.

Overall, the mathematics data tell a story of steady improvement amid ongoing challenges. Student achievement remains substantially below state standards, and proficiency continues to be a significant concern. However, accelerated growth, gains across nearly all reported subgroups, and especially strong improvement among Hispanic students and students with disabilities, provide evidence that students are progressing academically. Continued focus on foundational mathematics skills, targeted intervention for struggling learners, and strategies to convert growth into proficiency will be essential if JCS–Pine Valley is to move from a Yellow performance level toward Green in future Dashboard cycles.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH LEARNER PROGRESS
English Learner Progress data for JCS–Pine Valley are limited due to the school's very small English learner population. In 2025, only four English learners were included in the indicator, resulting in a Gray (No Performance Review) status rather than a performance color. Dashboard results showed that no English learners progressed to a higher English proficiency level, but none regressed either. Instead, 100% maintained their current proficiency level on the Summative ELPAC. While this indicates stability in language development, it also suggests that additional support may be needed to help students advance toward English proficiency. Because English learners comprise only 2.7% of the student population, individual student outcomes can significantly impact future results.

2025 DASHBOARD ACADEMIC INDICATOR: COLLEGE AND CAREER READINESS
College and Career readiness data for JCS–Pine Valley were not assigned a Dashboard performance color because the number of graduates was too small for accountability reporting. Among the 10 graduates included in the 2025 report, available data indicate that college and career preparedness remains an area for growth. Historical results show that in 2023, only 7.7% of graduates were classified as “Prepared,” while 30.8% were “Approaching Prepared” and 61.5% were “Not Prepared.” Although the small cohort size limits conclusions, the data suggest an opportunity to strengthen college and career readiness pathways and postsecondary preparation for graduating students.

2025 DASHBOARD ENGAGEMENT INDICATOR: CHRONIC ABSENTEEISM
Chronic absenteeism emerged as one of JCS–Pine Valley’s primary areas of concern in the 2025 California Dashboard. The school received an Orange performance level, with 10.9% of students classified as chronically absent, meaning they missed 10% or more of the instructional

days for which they were enrolled. Although this rate remains lower than the statewide average of 17.1%, it increased by 6.1 percentage points from the previous year, making it one of the school's most significant negative accountability trends.

A review of historical data shows that chronic absenteeism had been relatively low and stable before rising sharply in 2025. The school's rate was 7.1% in 2019, dropped to 2.6% in 2022, increased slightly to 4.3% in 2023 and 4.8% in 2024, before more than doubling to 10.9% in 2025. While the current rate remains below state averages, the upward trend suggests that attendance challenges are becoming more prevalent and warrant focused attention.

Several student groups experienced particularly high rates of chronic absenteeism. Hispanic students had a chronic absenteeism rate of 18.2%, an increase of 6.4 percentage points, while socioeconomically disadvantaged students reached 17.1%, increasing by 8.6 percentage points. Students with disabilities experienced the highest reported rate at 18.5%, rising by 11.1 percentage points from the previous year. Although these subgroup rates remain below comparable statewide rates, the increases indicate that attendance challenges disproportionately affect some of the school's most vulnerable student populations.

Conversely, White students demonstrated relatively strong attendance, with a chronic absenteeism rate of 5.6%, though this also represented an increase of 4.5 percentage points from the prior year. The Dashboard equity report identified three student groups in the Orange performance category, indicating that attendance concerns are not isolated to a single subgroup but are affecting multiple populations across the school.

Given JCS–Pine Valley’s independent study and hybrid instructional model, monitoring student engagement and participation remains critical. While the school's chronic absenteeism rate is still below the state average, the significant year-over-year increase suggests a need for targeted attendance interventions, particularly for socioeconomically disadvantaged students, Hispanic students, and students with disabilities. Strengthening family outreach, engagement monitoring, and early intervention systems may help reverse this trend and improve future Dashboard outcomes.

2025 DASHBOARD ENGAGEMENT INDICATOR: GRADUATION RATE
Graduation Rate appears to be a strength for JCS–Pine Valley, although the school did not receive a Dashboard performance level in 2025 due to a small graduation cohort. Historical data show a 90.9% graduation rate in 2022 and a 100% graduation rate in 2023, indicating that the vast majority of students successfully completed high school. While current accountability data are limited, available results suggest that JCS–Pine Valley effectively supports students in earning their diplomas.

2025 DASHBOARD CONDITIONS AND CLIMATE INDICATOR: SUSPENSION RATE
Suspension Rate is a significant strength for JCS–Pine Valley and reflects the school's positive school climate and effective student support systems. In 2025, the school earned a Blue performance level, the highest rating on the California Dashboard, with a 0.0% suspension rate. No students were suspended for at least one day during the school year, outperforming the statewide suspension rate of 2.9%. This result was maintained from the previous year and demonstrates a consistent pattern of positive student behavior and effective interventions.

Longitudinal data show exceptional consistency, with the school reporting a 0.0% suspension rate every year from 2019 through 2025. Maintaining zero suspensions over multiple years is notable and suggests that the school's independent study and hybrid learning model, combined with proactive student support practices, contribute to a safe and supportive educational environment.

The positive results extended across all reported student groups. Hispanic students, socioeconomically disadvantaged students, students with disabilities, White students, and students identifying as Two or More Races all recorded 0.0% suspension rates. The Dashboard equity report showed four student groups earning Blue performance levels, indicating that positive discipline outcomes are consistent across diverse student populations and that no subgroup experienced disproportionate disciplinary consequences.

Overall, the Suspension Rate indicator highlights a major area of success for JCS–Pine Valley. The school's sustained record of zero suspensions demonstrates a strong school culture, effective behavior supports, and equitable discipline practices that help maintain a safe and welcoming learning environment for all students.

LOCAL DATA: NWEA MAP (MATH)
JCS–Pine Valley’s Winter 2025–26 NWEA MAP Mathematics results indicate that students are performing near the national average overall while demonstrating moderate academic growth. Across 139 tested students, the school achieved a median growth percentile of 44, meaning student growth was slightly below the national norm but generally consistent with expected progress. Achievement declined modestly from a 60th percentile median in Fall 2025 to a 53rd percentile median in Winter 2025–26, suggesting that while overall performance remains above the national average, students did not maintain the same relative standing compared to national peers over the testing period. The achievement distribution shows that approximately 42% of students scored at or above the 61st percentile in the fall, compared to about 42% in winter, while the proportion of students in the lowest achievement quintile increased slightly.

Performance varied considerably across grade levels. Elementary grades produced some of the strongest outcomes. Grade 2 was a notable strength, posting an 86th percentile median growth rate and increasing achievement from the 84th percentile in the fall to the 96th percentile in winter, placing students well above national norms. Grade 4 maintained stable achievement at the 61st percentile, while Grade 5 remained above average despite a modest decline from the 60th to the 53rd percentile. In contrast, Grade 3 experienced the largest decline, with achievement dropping from the 69th percentile to the 50th percentile and a low median growth percentile of 27, indicating that students grew at a slower rate than their national peers.

Middle school results were mixed. Grade 7 showed modest improvement, moving from the 49th to the 51st percentile, while Grade 8 remained above average despite a decline from the 62nd to the 54th percentile. Grade 6 demonstrated weaker performance, with achievement decreasing from the 49th to the 45th percentile and a growth percentile of 29, suggesting that students in this grade may benefit from additional instructional support.

High school mathematics performance was generally positive. Grade 10 maintained strong achievement, remaining above average with a winter median percentile of 60, while Grade 11 improved substantially from the 45th to the 62nd percentile, representing one of the strongest gains among secondary grades. Grade 12 students remained above average, although achievement declined from the 68th to the 60th percentile. Grade 9 was the lowest-performing secondary grade, increasing only slightly from the 35th to the 40th percentile, with a low growth percentile of 22.

Overall, the MAP Mathematics data suggest that JCS–Pine Valley students are performing at or above national averages in many grade levels, particularly in Grades 2, 10, 11, and 12. The strongest area is early elementary mathematics, where students demonstrated exceptional growth and achievement. However, lower growth rates in Grades 3, 6, and 9, coupled with modest declines in overall achievement percentiles from fall to winter, indicate opportunities for targeted intervention. While schoolwide achievement remains above the national median, strengthening growth in the middle grades and early high school years may help improve overall mathematics outcomes and sustain long-term academic progress.

LOCAL DATA: NWEA MAP (READING)
JCS–Pine Valley's Winter 2025–26 NWEA MAP Reading results indicate that students are performing above the national average overall, with achievement remaining relatively strong across most grade levels despite only modest growth. Across 143 tested students, the school recorded a median growth percentile of 46, meaning student growth was slightly below the national norm but generally consistent with expected academic progress. Schoolwide achievement remained strong, with a 58th percentile median achievement score in Winter 2025–26, only slightly lower than the 60th percentile recorded in Fall 2025. Nearly half of students (46%) scored at or above the 61st percentile nationally in winter, demonstrating that many students continue to perform above grade-level expectations when compared to national peers.

Elementary reading performance was a notable strength. Grade 2 students achieved a 93rd percentile median achievement score, placing them among the highest-performing groups in the school and reflecting exceptional reading achievement. Grade 3 remained above average with a 60th percentile achievement score, although growth was weaker (37th percentile), resulting in a decline from the fall. Grade 4 experienced one of the largest achievement decreases, falling from the 70th percentile to the 53rd percentile, accompanied by a low growth percentile of 30. Grade 5 maintained above-average performance with a winter achievement percentile of 57 and growth near the national average. These results suggest strong foundational literacy skills in the elementary grades, although some cohorts may need additional support to sustain growth.

Middle school results were generally positive. Grade 6 improved from the 51st to the 56th percentile, supported by average growth, while Grade 7 increased from the 56th to the 62nd percentile, making it one of the strongest-performing middle school cohorts. Grade 8 remained stable, maintaining achievement near the 57th percentile despite slightly below-average growth. These findings indicate that most middle school students are maintaining or improving their standing relative to national norms.

High school reading performance was more varied. Grade 10 remained above average, though achievement declined from the 70th percentile to the 59th percentile. Grade 11 improved from the 45th percentile to the 52nd percentile, moving from below average to slightly above average performance. Grade 12 continued to demonstrate exceptionally strong achievement, with a winter median percentile of 70, despite a decline from the very high fall achievement level of 87. Grade 9 represented the greatest area of concern, with achievement declining from the 43rd percentile to the 32nd percentile, making it the only grade level substantially below the national average.

Overall, the MAP Reading data suggest that JCS–Pine Valley students are achieving at levels above national norms, particularly in Grades 2, 7, 10, and 12. While schoolwide growth was slightly below average, achievement remained strong and relatively stable across the school. The strongest areas include early elementary literacy and upper-grade reading performance, while Grades 4 and 9 may warrant additional attention due to lower growth and declining achievement. These results align with other academic indicators showing that students generally perform well in literacy while continuing to make steady progress toward higher levels of achievement.

LOCAL DATA: HOLISTIC STUDENT ASSESSMENT
Analysis of the Holistic Student Assessment (HSA) data for students at JCS–Pine Valley reveals several important trends related to student social-emotional wellness, engagement, and support needs. The data indicates that nearly three-quarters of students fall within Tier 2 or Tier

3 support categories, with 45.6% identified in Tier 2 and 28.9% in Tier 3. This suggests that many students may require targeted or intensive interventions to support their academic motivation, emotional regulation, and overall school success. Additionally, students averaged more challenges (3.6) than strengths (2.0), reinforcing the need for comprehensive support systems that address both academic and social-emotional development.

One of the most clearly identified needs from the data is student engagement and motivation. Learning interest emerged as the highest reported challenge, affecting 38.9% of students, followed closely by assertiveness (35.6%) and academic motivation (34.4%). Students also demonstrated challenges in critical thinking, perseverance, reflection, and relationships with adults, indicating potential barriers in confidence, self-direction, and academic persistence. These findings suggest a need for instructional strategies that increase student voice, relevance, engagement, and opportunities for success. Interventions focused on goal setting, executive functioning, mentorship, and relationship-building may help strengthen students' confidence and commitment to learning.

Despite these challenges, the HSA data also highlights several important student strengths that can serve as foundational assets for continued growth. Empathy was the strongest identified asset, with 22.2% of students demonstrating this as a key strength. Additional strengths included action orientation, school bonding, peer relationships, optimism, emotion control, and positive relationships with adults. These findings suggest that many students possess strong interpersonal awareness and social connection skills, which can be leveraged to build a positive school climate and strengthen intervention efforts. The presence of school bonding and peer relationship strengths also indicates that students generally feel connected to their school community, providing an important protective factor that can support resilience and engagement.

The demographic analysis further supports the importance of differentiated and culturally responsive support systems. The student population spans grades 4–12 and reflects racial, ethnic, and gender diversity, with significant representation from White/Caucasian, Latino/Hispanic, and American Indian or Native American students. Given the broad range of ages and developmental stages represented, interventions should be tailored to meet the unique social-emotional and academic needs of students across grade levels. Overall, the HSA analysis suggests that JCS–Pine Valley has a strong foundation of student empathy, connection, and resilience, while also demonstrating a clear need to strengthen academic engagement, motivation, perseverance, and student self-confidence through targeted supports and relationship-centered practices.

Reflections: Technical Assistance

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

JCS-Pine Valley 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.

The LEA is not eligible for comprehensive support and improvement.

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 regarding equitable learning conditions was overwhelmingly positive, with respondents expressing strong confidence that students have access to equitable learning opportunities and quality resources. Survey ratings averaged between 4.3 and 4.6 out of 5, indicating that families and staff generally believe the school provides high-quality resources, facilities, and staff to support student success. Participants frequently cited strong communication, responsive teachers and administrators, individualized support for students, small class

sizes, flexibility, and the availability of online programs as key strengths. Many respondents emphasized that staff know students well, maintain strong relationships with families, and are committed to meeting individual learning needs.

While overall satisfaction was high, several recurring areas for improvement emerged. The most common concern involved curriculum availability and ordering delays, particularly for home study families and staff who reported waiting extended periods for instructional materials. Respondents also requested more curriculum choices, additional local vendors in North County, and better access to core curriculum at resource centers. Staff identified a need for more meaningful, subject-specific professional development, improved support for students with IEPs, and reliable internet hotspots. Families suggested expanding transportation options, increasing learning-based field trips and community partnerships, improving lunch offerings, and creating more opportunities to build school unity through shared materials and school spirit items. Overall, partners view the district's equitable learning conditions positively but believe that improving access to instructional materials, expanding resource options, and strengthening student supports would have the greatest impact on ensuring equity for all students.

PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)
Partner feedback regarding student outcomes was generally positive, with families, students, and staff expressing confidence in the quality of instruction and the support students receive. Families frequently described instruction as "excellent," "high level," "tailored," and responsive to individual student needs. Respondents highlighted strong communication, caring teachers, small class sizes, professional development, life-skills instruction, and the district's willingness to provide individualized support when students struggle. Many families noted that flexible learning options, project-based learning, classroom participation, engaging activities, and access to quality curriculum and resources help students learn effectively. Staff also emphasized the value of responsive administration, strong teacher support, and a culture that values educators.

Feedback related to college, career, and post-secondary readiness indicated that stakeholders generally feel students are developing important future-ready skills, though many suggested additional practical life-skills opportunities. Common recommendations included offering courses in personal finance, banking, cost-of-living preparation, driver's education, internships, and more hands-on career exploration experiences. Staff also suggested tools such as Turnitin and expanded internship-style programs to strengthen readiness for future pathways. Parents of younger students often indicated that post-secondary preparation is not yet a major concern but appreciated the foundation being built through current programs.

Several areas for improvement emerged across the responses. Families requested more in-person learning opportunities, additional support for students with diverse learning styles, and fewer technology-related barriers, particularly challenges with online testing and assignment submission platforms. Staff identified limited access to digital textbooks and instructional resources as a concern, while others noted that students in East County may have fewer opportunities than peers in other areas. A small number of respondents expressed concerns about district leadership and governance, while others suggested implementing a stronger cell phone policy. Overall, educational partners believe students are well supported and receiving high-quality instruction, but increasing access to resources, expanding real-world learning opportunities, and reducing technology-related obstacles could further improve student outcomes and readiness for future success.

PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)
Partner feedback regarding school climate and culture was largely positive, with families, students, and staff reporting that JCS-Pine Valley fosters a welcoming, respectful, and inclusive environment. Survey ratings were especially strong among families, with average scores above

4.5 out of 5 in areas such as feeling welcome when interacting with the school, staff responsiveness, meaningful opportunities for involvement, and respect for family culture and background. Respondents frequently praised the caring and supportive staff, strong communication, approachable teachers and administrators, and the sense that students are known and valued as individuals. Many families highlighted the positive relationships they have with school personnel and expressed appreciation for the school's commitment to student success and family engagement.

Students generally reported positive experiences as well, noting that teachers, staff, and friends help them feel welcome and supported. Many students identified caring staff, friendships, clubs, sports, and school activities as important contributors to a sense of belonging. Survey responses also indicated that students generally feel respected and treated fairly, though ratings related to feeling safe, included, and supported were somewhat lower than family ratings, suggesting opportunities for continued growth. Some students expressed interest in expanded extracurricular activities, improved facilities, stronger collaboration among teachers, and additional opportunities to reduce stress and increase engagement.

Suggestions for improvement centered on strengthening communication, expanding extracurricular opportunities, and enhancing community-building efforts. Families requested more advance notice of events, improved school calendars, additional sports and enrichment opportunities, and greater support for high school students affected by program changes. A few respondents mentioned the need for upgraded facilities, stronger staffing, and more opportunities for families and community members to connect with the school. Overall, stakeholders view the school climate as positive, caring, and inclusive, with strong relationships serving as a key strength, while additional activities, communication improvements, and expanded student opportunities could further strengthen the sense of belonging across the school community.

Overall, the LEA has internalized this feedback and embraced it within the development of the 2026/2027 Local Control 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.

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

An explanation of why the LEA has developed this goal.

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Pine Valley citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. To ensure staff are trained and well supported, the LEA will take action to provide a funded induction program for new teachers and administrators who need to clear their credentials. The instructional materials provided by the school are paramount to student success; therefore, we will ensure they are accessible to all students, rigorous, and aligned to standards through actions related to curriculum analysis, adoption, and implementation, technology provisions and support, and programs and services for unrepresented students. We will ensure that the facilities are safe for individuals by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, and building improvements. 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 - 94%	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	Maintained
1.2	Percentage of students with access to standards-aligned instructional materials	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	2026/2027 - 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(including print and electronic) for use at school and at home as measured by local tracking systems					
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%	2024/2025 - 100%	2026/2027 - 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 7% Full Implementation and Sustainability 17% Full Implementation 57% Initial Implementation 13% Beginning Development 0% Exploration and Research Phase	Spring 2025 0% Full Implementation and Sustainability 74% Full Implementation 22% Initial Implementation 4% Beginning Development 0% Exploration and Research Phase	Spring 2026 4% Full Implementation and Sustainability 96% Full Implementation 0% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2027 >50% Full Implementation	Full Implementation - Increased (+70%)
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 4 (Full Implementation) Instructional Materials - Level 3 (Initial	Spring 2025 Professional Learning - Level 3 (Initial Implementation)	Spring 2026 Professional Learning - Level 4 (Full Implementation)	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - Maintained Instructional Materials -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation) Staff Support/Feedback - Level 3 (Initial Implementation)	Instructional Materials - Level 4 (Full Implementation) Staff Support/Feedback - Level 3 (Initial	Instructional Materials - Level 4 (Full Implementation) Staff Support/Feedback - Level 4 (Full Implementation)		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.

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there were some substantive differences in actual implementation and expenditures, as reported in the next section.

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.

1.6 - The JCS network utilizes Charter Tech Services for daily technology support, and the School overestimated the annual shared cost of service by approximately $20,000; therefore, the School will decrease the expenditure estimate for this action in the 26/27 LCAP.
1.7 - The School budgeted for unforeseen building repairs, but none were needed. Therefore, actual expenses aligned to physical safety were approximately $20,000 over the projected expenses.

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

Based on the LCAP actions, outcome metrics, and stakeholder survey feedback, Pine Valley Charter School has made strong overall progress toward LCAP 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, and robust standards-aligned instructional materials and resources. The evidence suggests that most Goal 1 actions have been effective, with a few areas that warrant continued attention and refinement.

EVIDENCE OF EFFECTIVENESS

1. Highly Qualified Staff
Actions 1.1 and 1.9 focused on maintaining appropriately credentialed teachers and supporting staff through induction programs. These actions appear highly effective, as the percentage of appropriately assigned and credentialed teachers improved from 94% in 2022-23 to 100% in both 2023-24 and 2024-25, meeting and maintaining the district target. Stakeholder feedback further supports this success, with parents rating teacher effectiveness an average of 4.88 out of 5, indicating strong confidence in the quality of instructional staff.

2. Standards-Aligned Curriculum and Instructional Materials
Actions 1.2 and 1.4 focused on ensuring access to standards-aligned curriculum and ELD materials. These investments were effective in maintaining 100% student access to standards-aligned instructional materials and 100% access for English Learners to designated ELD materials across multiple years. In addition, Local Indicator results for English Learners support improved from Initial Implementation to Full Implementation in instructional materials and staff support, demonstrating growth in the quality and consistency of ELD resources.

3. Technology and Learning Resources
Actions 1.5 and 1.6 provided devices, internet access, instructional materials, and technology support services. Survey responses indicate stakeholders view these efforts positively. Parents rated access to materials and equipment at 4.62 out of 5, while many comments highlighted the school's responsiveness, communication, flexibility, and availability of support resources. These findings suggest that technology and instructional resource investments have helped maintain equitable access for students.

4. Safe and Well-Maintained Facilities
Action 1.7 focused on maintaining safe, clean, and functional facilities. The school maintained a "Good" rating on the Facility Inspection Tool (FIT) from the baseline year through the current year, meeting the established target. Parent survey responses also reflected strong satisfaction, with facilities receiving an average rating of 4.88 out of 5 for safety and maintenance.

5. Programs and Services for Unduplicated Pupils and Students with Disabilities
Action 1.8 sought to ensure broad access to programs and services. Outcome data show that 100% of students, including students with disabilities and unduplicated student groups, maintained access to programs and services throughout the reporting period. This demonstrates that the school has successfully maintained equitable access to educational opportunities and supports.

6. Overall Systems Improvement
Local Indicator Priority 2 results show substantial organizational growth. The percentage of indicators rated at Full Implementation increased from 24% in Spring 2024 to 100% in Spring 2026 when combining Full Implementation and Full Implementation/Sustainability ratings. This suggests that the coordinated implementation of Goal 1 actions has strengthened systems supporting equitable learning conditions.

AREAS OF LIMITED EFFECTIVENESS OR CONTINUED NEED

While the overall results are positive, stakeholder feedback identified a few areas where additional improvement may be beneficial:

Communication regarding learning resources and supports received the lowest parent rating among Goal 1 indicators (4.38 out of 5), suggesting an opportunity to improve awareness and accessibility of available resources.
Some parent comments requested improvements in how assignments and learning information are communicated, such as posting remote learning assignments online rather than relying solely on email communication.
Although ELD implementation improved significantly, Professional Learning ratings fluctuated before returning to Full Implementation, indicating a need to continue investing in staff training and support for sustained implementation.
Conclusion

Overall, the Goal 1 actions were highly effective in advancing equitable conditions of learning. The school successfully achieved or maintained all major outcome targets, including 100% appropriately assigned teachers, 100% student access to standards-aligned instructional materials, maintained facility quality, and full access to programs and services for all student groups. Stakeholder survey results were overwhelmingly positive and aligned with outcome data, indicating that investments in staffing, curriculum, technology, facilities, and student supports have contributed meaningfully to equitable learning conditions. Continued attention to communication practices and ongoing professional learning will help sustain and further strengthen these gains.

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.

There are no significant changes to the planned goal, metrics, target outcomes, or actions. The School is closing the High School (10-12th) grade Academy program; therefore, some projected expenditures aligned to actions will be decreased in the 26/26 LCAP. Additionally, 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 14 will not be marked as "contributing" in the 26/27 LCAP.

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

Action #	Title	Description	Total Funds	Contributing
1.2	TK-8 Standards-aligned Curriculum & Materials	Ensure 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, 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.	$20,000.00	Yes
1.3	Physical Education	Provide staffing, 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.	$30,000.00	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.	$1,000.00	No
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED/FHY along with copies of materials that need to be printed, as needed.	$11,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	$40,000.00	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.	$25,000.00	No
1.8	Programs & 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.)	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needing to clear their credentials.	$10,000.00	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 in ELA and Math at the end of the last LCAP cycle indicates that all students must continue increasing communication and critical thinking skills. This is especially important for SwDs with lower performance levels on the CA School Dashboard. Although academic data for English Learners is not publicly available due to data suppression and low student numbers, an internal analysis of raw data files tells us that ELs are also performing far below all students in ELA and Math; therefore, we intend to address this equity gap with contributing actions/services. 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 & RCOE Tableau)	Spring 2023 All: 24 points below (Orange) SED: 23.8 points below (Orange) SwD: 77.8 points below (Orange)	Spring 2024 All: -29.7 (Orange) SED: -44.4 (Orange) SwD: -114.8 Hispanic: -65.6	Spring 2025 All: -18.3 (Yellow) SED: -50.9 (Orange) SwD: -66.5 Hispanic: -34.7	Spring 2026 All: >5 below (Green or Blue) SED: >5 below (Green or Blue) SwD: >68.8 below (Yellow)	All: +5.7 SED: -27.1 SwD: +11.3 Hispanic: +12.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 47.6 points below (Yellow)			Hisp: >5 below (Green or Blue)	
2.2	CAASPP Math DFS (CA Dashboard & ROCE Tableau)	Spring 2023 All: 52.2 points below (Orange) SED: 57.6 points below (Yellow) SwD: 124.7 points below (Red) Hispanic: 100.3 points below (Orange)	Spring 2024 All: -62.1 (Orange) SED: -74.4 (Orange) SwD: -182.3 Hispanic: -101.2	Spring 2025 All: -56.1 (Yellow) SED: -68.8 (Yellow) SwD: -115.8 Hispanic: -87	Spring 2026 All: >25 below (Green or Blue) SED: >25 below (Green or Blue) SwD: >115.7 below (Orange) Hispanic: >91.3 below (Yellow)	All: -3.9 SED: -11.2 SwD: +8.9 Hispanic: +13.3
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: 63%	Spring 2024 All: 43%	Spring 2025 All: 45%	Spring 2026 All: >60%	All: -18%
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: 25%	Spring 2024 All: 14%	Spring 2025 All: 45%	Spring 2026 All: >40%	All: +20%
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test	Fall 2023 Achievement: 52nd Spring 2024 Achievement: 41st Fall 23-Spring 24 Growth: 22nd	Fall 2024 Achievement: 48th Spring 2025 Achievement: 49th Fall 24-Spring 25 Growth: 56th	Fall 2025 Achievement: 60th Spring 2026 Achievement: 58th Fall 25 - *Spring 26 Growth: 47th *Due to low student count within the spring testing window, winter scores	Spring 2027 Achievement: >50th Fall 26-Spring 27 Growth: >50th	Fall Ach: +8 Spring Ach: +16 Growth: +25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				were compared to fall scores.		
2.6	Average achievement & growth percentile on the NWEA MAP Math Test	Fall 2023 Achievement: 43rd Spring 2024 Achievement: 48th Fall 23-Spring 24 Growth: 66th	Fall 2024 Achievement: 42nd Spring 2025 Achievement: 44th Fall 24-Spring 25 Growth: 56th	Fall 2025 Achievement: 60th *Spring 2026 Achievement: 53rd Fall 25 - *Spring 26 Growth: 45th	Spring 2027 Achievement: >50th Fall 26-Spring 27 Growth: >50th	Fall Ach: +17 Spring Ach: +5 Growth: -19
2.7	% of SST students meeting CAASPP growth goal (21+ points)	Baseline to be determine in Year 1	Spring 2024 - Spring 2025 ELA: 100% Math: 0%	Spring 2025 - Spring 2026 ELA: N/A* Math: N/A* *No SST students within age range for testing comparison.	Spring 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: N/A Math: N/A
2.8	% of SST student meeting NWEA MAP growth goal	Baseline to be determine in Year 1	Fall 2024 - Spring 2025 ELA: 80% Math: 50%	Spring 2025 - Spring 2026 ELA: 25% Math: 0%	Fall 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: -55% Math: -50%
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline to be determine in Year 1	2024/2025 ELA: 20% Math: 0%	Spring 2025 - Spring 2026 ELA: 14% Math: 0%	2026/2027 ELA: >50% Math: >50%	ELA: -6% Math: Maintained
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 24.3% SED: 26.6% SwD: -- Hispanic: 50% EL: --	Spring 2024 All: 29% (-16 DFS) SED: 26.7% (-17.2 DFS) SwD: 0% (-34 DFS) Hispanic: 20% (-28 DFS) EL: --	Spring 2025 All: 30.2% SED: 18.8% SwD: 14.3% Hispanic: 11.1% EL: --	Spring 2026 All: >40% SED: >40% SwD: >20% Hispanic: >40% EL: >30%	All: +5.9% SED: -7.8% SwD: +14.3 Hispanic: -38.9% EL: --

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 0%	Fall 2024 EL: 20%	Fall 2025 EL: 25%	Fall 2026 EL: >20%	EL: +25%
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Local Calculation)	Spring 2023 EL: 0%	Spring 2024 EL: 100%	Spring 2025 EL: 25%	Spring 2026 EL: >75%	EL: +25%
2.13	% of College and Career Ready graduating students (SIS)	Spring 2024 All: 86%	Spring 2025 All: 50%	Spring 2026 All: 20%	Spring 2027 All: 80%	All: -66%
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2024 All: 43%	Spring 2025 All: 42%	Spring 2026 All: 0%	Spring 2027 All: 70%	Al: -43%
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: 10%	All: Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: 5%	All: Maintained
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: 0%	All: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 21% 20/21 Cohort: 57% 21/22 Cohort: 9% 22/23 Cohort: 44% 23/24 Cohort: 0%	Spring 2025 All: 8% 21/22 Cohort: 25% 22/23 Cohort: 8% 23/24 Cohort: 0% 24/25 Cohort: 4%	Spring 2026 All: 9% 22/23 Cohort: 40% 23/24 Cohort: 0% 24/25 Cohort: 4% 25/26 Cohort: 17%	Spring 2027 Overall: 30%	All: -12%
2.19	% of students who have completed 2 or more college credit courses in high school (SIS)	Spring 2024 Overall: 12% 20/21 Cohort: 43% 21/22 Cohort: 0% 22/23 Cohort: 22% 23/24 Cohort: 0%	Spring 2025 All: 5% 21/22 Cohort: 17% 22/23 Cohort: 8% 23/24 Cohort: 0% 24/25 Cohort: 0%	Spring 2026 All: 2% 22/23 Cohort: 20% 23/24 Cohort: 0% 24/25 Cohort: 0% 25/26 Cohort: 0%	Spring 2027 Overall: 20%	All: -10%

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.

All actions were carried out as planned and aligned to their LEA description. There were no substantive differences in planned actions and actual implementation of these actions, nor any relevant challenges and successes experienced with implementation.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Based on a review of the Goal 2 Actions, Goal 2 Metrics, and the LCAP stakeholder feedback document, the evidence suggests that Pine Valley Charter School made moderate progress toward Goal #2, with several instructional actions demonstrating effectiveness in improving academic achievement, particularly in reading, math achievement, English Learner outcomes, and support for students with disabilities. However, the data also indicate that some actions were less effective in producing consistent growth for intervention students and in improving college and career readiness outcomes.

AREAS WHERE ACTIONS APPEAR EFFECTIVE

The investments in Tier I instructional improvement (Action 2.1), benchmark assessments (Action 2.2), Tier II instructional support (Action 2.3), ELA/Math tutoring (Action 2.4), and data-analysis systems such as Beyond SST (Action 2.5) and ParsecGO (Action 2.9) appear to have contributed to improved academic achievement. CAASPP English Language Arts performance improved from 24 points below standard in Spring 2023 to 18.3 points below standard in Spring 2025, with notable gains among Students with Disabilities (+11.3 points) and Hispanic students (+12.9 points). Similarly, CAASPP Mathematics performance improved for all major student groups, including Students with Disabilities (+8.9 points) and Hispanic students (+13.3 points).

NWEA MAP achievement results provide additional evidence that instructional supports were effective. Reading achievement increased from the 41st percentile in Spring 2024 to the 58th percentile in Spring 2026, while math achievement increased from the 43rd percentile in Fall 2023 to the 60th percentile in Fall 2025. Reading growth also improved substantially from the 22nd percentile to the 47th percentile. These results suggest that the combination of professional development, targeted intervention, progress monitoring, and tutoring is helping students make stronger academic gains.

Actions supporting specific student groups also demonstrated success. The EL Coordinator and ELD Teacher program (Action 2.8) appears effective, as the percentage of English Learners reclassified as Fluent English Proficient increased from 0% to 25%, exceeding the Year 3 target. English Learners also demonstrated growth on local ELPI measures compared to baseline levels.

Support for Students with Disabilities through SELPA collaboration (Action 2.6) and SwD professional development (Action 2.7) also appears to have contributed to improved academic outcomes. Students with Disabilities showed significant gains in both ELA and Math CAASPP distance-from-standard measures and improved science performance on the CAST assessment.

AREAS WHERE ACTIONS APPEAR LESS EFFECTIVE

Despite overall academic gains, the intervention system did not consistently produce the desired outcomes for students receiving targeted support. The percentage of SST students meeting NWEA growth goals declined from 80% to 25% in ELA and from 50% to 0% in Math. Likewise, the percentage of Tier II students successfully exiting intervention remained low (14% in ELA and 0% in Math), suggesting that intervention services may need refinement to increase effectiveness and accelerate learning for the highest-need students.

The strongest area of concern is in the college and career readiness components of Goal 2. Despite actions such as the High School Counselor (Action 2.10), Bound for Blue (Action 2.11), A-G curriculum expansion (Action 2.12), College Course Credit Access (Action 2.14), GTE Access (Action 2.15), and Scoir (Action 2.16), outcome measures declined significantly. The percentage of students identified as College and Career Ready dropped from 86% to 20%, while the percentage meeting A-G requirements fell from 43% to 0%. Participation in college-credit coursework also remained below baseline levels, and no students completed a CTE pathway or combined A-G/CTE pathway. These data indicate that postsecondary readiness initiatives have not yet translated into measurable improvements in student outcomes and should remain an area of focus.

OVERALL EFFECTIVENESS DETERMINATION

Overall, the Goal 2 actions were partially effective in advancing the district's goal of providing high-quality, equitable, and responsive instruction. The strongest evidence of effectiveness is found in improvements in academic achievement, particularly in ELA and Math performance, NWEA achievement levels, English Learner reclassification, and gains among Students with Disabilities and Hispanic students. These outcomes suggest that investments in professional development, data-driven instruction, intervention systems, tutoring, and specialized supports are positively impacting student learning. However, the limited success of intervention exit rates and the substantial declines in college and career readiness indicators demonstrate that additional refinement and stronger implementation of postsecondary preparation strategies are needed to fully achieve Goal #2.

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.

2.10 - 2.15 - The School is closing the 10-12th grade Academy program; therefore, High School enrollment is expected to decline by about 50% in 26/27. As a result, projected expenditures for actions associated with access to College and Career Readiness Pathways will be decreased by 50% in the 26/27 LCAP.

2.16 - The School will abandon SCOIR and replace it with the California College Guidance Initiative (CCGI). Both are online platforms designed to assist with college and career readiness. CCGI is specifically designed for California public school students to ensure their courses meet requirements and to streamline applications to California-specific systems (UC, CSU, CCC). CCGI is also free for California students, although the School will consider personnel costs associated with implementing the program with fidelity when projecting expenditures.

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 - 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.	$30,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$100,000.00	Yes
2.4	ELA and Math Tutoring (EEPs)	Provide educational enrichment partners for math and ELA tutoring support.	$20,000.00	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
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.	$1,000.00	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.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$2,000.00	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.	$15,000.00	No
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.	$259.00	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.	$7,500.00	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.	$7,500.00	No
2.14	College Course Credit Access	Increase student access to college credit courses 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.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$3,000.00	Yes
2.16	CCGI	Provide and promote the use of the California College Guidance Initiative (CCGI) so high school students, specifically SwD and SED, may ensure their courses meet requirements and to streamline applications to California-specific systems (UC, CSU, CCC), assisting with college and career readiness.	$250.00	Yes
2.17	WASC Accreditation and 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.	$1,300.00	No
2.18	Early Literacy	Provide increased support for TK-3 students to build foundational literacy skills by offering a half-day learning center program for home study students and offering TK-3 reading training for home study parents.	$40,000.00	No

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 stakeholders 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. Even so, on the Holistic Student Assessment (HSA), we have seen the % of students placed in Tier 3 (most significant SEL needs) increase dramatically since 2020. We will address the SEL needs of our students with the Leader in Me leadership program and PBIS. The Chronic Absenteeism rate has been on the rise over the last 3 years, and while JCS-Pine Valley's chronic absenteeism rate is far below the state's and the county's, SED students are chronically absent more than the overall student population at JCS-PV. We also need to focus on increasing participation in family engagement activities that we host at our locations and decision-making opportunities such as surveys, School Site Council meetings, and board meetings, especially for unduplicated pupils. Through the actions and services below, we will to increase parent involvement, student engagement, and the overall school climate at JCS-Pine Valley.

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: 64.5% SED: 50% SwD: 54.6% Hispanic: 25%	Fall 2024 All: 66.3% SED: 66.6% SwD: 66.6% Hispanic: 39.7%	Fall 2025 All: 71.2% SED: 66.7% SwD: 50% Hispanic: 66.6%	Fall 2026 All: 75% SED: 60% SwD: 65% Hispanic: 50%	All: +10.5% SED: +16.7% SwD: -4.6% Hispanic: +41.6%
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 97%	Spring 2026: 98%	Spring 2027: > 97%	P2 ADA: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 4.3% (Yellow) SED: 7.5% (Orange)	2023/2024 All: 4.8% (Green) SED: 8.6% (Orange) SwD: 7.4% (Orange) Hispanic: 11.8% (Orange)	2024/2025 All: 10.9% (Orange) SED: 17.1% (Orange) SwD: 18.5% Hispanic: 18.2% (Orange) White: 5.6% (Orange) 2+Races: 33.3%	2025/2026 All: <4.8% (Green or Blue) SED: <7.6% (Green or Blue) SwD: <6.4% (Green or Blue) Hispanic: <10% (Green or Blue)	All: +6.6% SED: +9.6%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 0% (Blue) SED: 0% (Blue)	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) White: 0% (Blue) 2+Races: 0%	2025/2026 All: < 2% (Green or Blue) SED: < 2% (Green or Blue)	All: Maintained SED: Maintained
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: < 2%	All: Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: 0%	All: Maintained
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 12.5%	2024/2025 All: 10% (Parsec)	2025/2026 All: < 5%	All: +10%
3.8	High School Graduation Rate (SIS)	2022/2023 All: 100%	2023/2024 All: 87.5%	2024/2025 All: 90% (Parsec)	2025/2026 All: > 90%	All: -10%
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 173 students	2024/2025 All: 183 students	2025/2026 All: 190	2026/2027 All: 200 students	All: +17 students
3.10	Student Retention Rate (SIS)	Spring 2022 - Fall 2023 All: 78%	Spring 2024 - Fall 2024 All: 77%	Spring 2025 - Fall 2025 All: 76%	Spring 2025 - Fall 2026 All: 85%	All: -2%
3.11	Report Rating(s) for Local Indicator Priority 3	Spring 2024 (1-5 Rating Scale for Parent Engagement)	Spring 2025 (1-5 Rating Scale for	Spring 2026 (1-5 Rating Scale for	Spring 2027 (1-5 Rating Scale for Parent	All: -0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Self-Reflection Tool (Parent Involvement)	All: 4.3 out of 5	Parent Engagement) All: 4.1 out of 5	Parent Engagement) All: 4 out of 5	Engagement) All: < 4 out of 5	

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.

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there were some substantive differences in actual implementation and expenditures, as reported in the next section.

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.

3.3 - This action was carried out as planned, and the staff participated in PBIS professional development with the San Diego County Office of Education. Increased expenses were due to the cost of the SDCOE PD.
3.4 - The action was carried out as planned, and the cost of the Securly service was more than estimated.
3.11 - While students' recognition and incentives were offered, actual expenses related to this action were less than projected due to budget restrictions.
3.16 - NSLP meals were provided, as well as staffing to support the service of meals. Additional healthy snacks for students were donated by parents as needed, resulting in less actual expenditures than projects.
3.17 - This action was carried out as planned and, while there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, the School received approximately $10,000 in LREBG funding after the 25/26 LCAP was adopted. The School decided to spend the LREBG funds in 25/26 and, after a needs assessment with partner input was conducted, decided to apply the LREBG allocation toward EL Parent Engagement.

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

Based on a review of the Goal 3 Actions, Goal 3 Metrics, and stakeholder feedback related to school climate and culture, Pine Valley Charter School demonstrated mixed but generally positive progress toward 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. Several actions appear to have strengthened school connectedness, safety, engagement, and family participation, while challenges remain with attendance, chronic absenteeism, retention, and graduation outcomes.

AREAS WHERE ACTIONS APPEARED EFFECTIVE

The school's investments in culture, engagement, and student well-being—including Leader in Me (Action 3.1), HSA & SEL Support Services (Action 3.2), SEL Professional Development (Action 3.3), Arts and Music Programming (Action 3.5), Field Trips (Action 3.9), Family Events (Action 3.10), and Student Recognition and Incentives (Action 3.11)—appear to have positively influenced student connectedness and school climate. The percentage of students identified as Tier I or Tier II on the Holistic Student Assessment (HSA) increased from 64.5% to 71.2%, exceeding gains for Socioeconomically Disadvantaged students (+16.7 percentage points) and Hispanic students (+41.6 percentage points). These improvements suggest that students generally reported stronger social-emotional well-being and school connectedness over time.

Actions designed to maintain safe and supportive learning environments were also effective. The use of Securly (Action 3.4) and ongoing monitoring of behavior data through Student Engagement: Suspension, Expulsion, and Dropout Rates (Action 3.8) corresponded with continued suspension and expulsion rates of 0% for all student groups, maintaining the highest performance level on the California Dashboard.

Several engagement-focused actions also appear successful in attracting and maintaining community interest in the school. School enrollment increased from 173 students in 2023–24 to 190 students in 2025–26, an increase of 17 students, indicating that efforts related to Enrollment (Action 3.13), family engagement, school culture, and program offerings may be positively influencing community perception of the school.

Family engagement efforts—including Parent Engagement & Communication (Action 3.12), Family Events (Action 3.10), and EL Parent Engagement (Action 3.17)—appear to have maintained strong relationships with families. Parent engagement ratings remained consistently high, decreasing only slightly from 4.3 to 4.0 on a five-point scale and still meeting the school's target. This suggests families generally continue to feel informed, involved, and valued in school decision-making processes.

AREAS WHERE ACTIONS APPEARED LESS EFFECTIVE

Despite positive climate indicators, actions intended to improve attendance and engagement outcomes were less effective. The Student Engagement: Absenteeism & Attendance (Action 3.7) initiative did not result in improved chronic absenteeism rates. Chronic absenteeism increased from 4.3% at baseline to 10.9% in 2024–25, with even larger increases among Socioeconomically Disadvantaged students (17.1%), Students with Disabilities (18.5%), and Hispanic students (18.2%). These results indicate that attendance interventions have not yet effectively addressed barriers to regular school participation for the highest-need student groups.

Similarly, student retention and persistence outcomes suggest opportunities for improvement. Although enrollment increased, the student retention rate declined slightly from 78% to 76%, falling short of the long-term target of 85%. High school dropout rates also remain elevated compared to baseline, increasing from 0% to 10%, despite some improvement from the previous year's 12.5%. These outcomes suggest that actions such as Retention (Action 3.14), Foster/Homeless Youth Liaison (Action 3.6), and attendance supports may need further refinement to ensure students remain engaged through graduation.

High school graduation rates also declined from 100% at baseline to 90%, indicating that while many students continue to graduate successfully, additional supports may be needed to fully achieve the goal of ensuring all students experience long-term success within a welcoming and supportive educational environment.

OVERALL EFFECTIVENESS DETERMINATION

Overall, the Goal 3 actions were partially effective in advancing the district's goal of fostering a welcoming, inclusive, and supportive environment. The strongest evidence of effectiveness is reflected in improved student social-emotional wellness indicators, sustained positive parent engagement, zero suspension and expulsion rates, increased enrollment, and strong perceptions of school climate. Actions focused on leadership development, SEL supports, family engagement, enrichment opportunities, and student recognition appear to be contributing positively to school culture. However, persistent challenges with chronic absenteeism, student retention, dropout rates, and graduation outcomes indicate that additional strategies and targeted supports will be necessary to fully realize Goal #3 and ensure all student groups remain consistently engaged and connected to school.

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.

There are no significant changes to the planned goal, metrics, target outcomes, or actions.

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.	$5,000.00	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.	$14,000.00	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.	$4,000.00	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.	$2,500.00	No
3.5	Arts & Music	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.	$4,000.00	Yes
3.7	Student Engagement: Absenteeism & Attendance	Seek to address chronic absenteeism rates for 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 supports/services as needed.	$2,000.00	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.	$20,000.00	No
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.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$2,000.00	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.	$3,000.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	$7,000.00	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.	$6,000.00	No
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school.	$6,000.00	Yes
3.17	EL Parent Engagement	Allocate a staff member to support ELs, increase parent engagement, and provide additional support for Home Study.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$$198,812	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.784%	0.000%	$0.00	9.784%

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	**Action:** TK-8 Standards-aligned Curriculum & Materials **Need:** Equity gaps exist for unduplicated pupils based on the CAASPP ELA and Math data. **Scope:**	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 curricula while we focus our resources on research-based ELA and Math curricula. Although the updated curriculum will be available to all students, we expect achievement levels to increase for our EL and SED students by providing better access and consistency in our curriculum	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
	LEA-wide	and resources, and removing barriers, like assumptions about the materials and resources found in the home. 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.	
1.5	**Action:** Technology, Internet, and Instructional Materials **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 academic performance on the CA Schools Dashboard. **Scope:** LEA-wide	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. 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.	1.2
1.8	**Action:** Programs & Services **Need:** As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and	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	1.7

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
	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). **Scope:** LEA-wide	CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes. 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.	
2.1	**Action:** PD - Tier I Practices for Academic Outcomes **Need:** After reviewing our CAASPP data we found that EL students below all students in ELA and Math. Additionally, SED students in high school achieve below all students in math. **Scope:** LEA-wide	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 math and Science performance for our low-income students and close the performance gap. 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.	2.1-2.6, 2.10
2.2	**Action:** Benchmark Assessments **Need:** After reviewing our CAASPP data we found that EL students below all students in ELA and Math. Additionally, SED students in high school achieve below all students in math. **Scope:**	Based on this, we've determined that assessing with MAP 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 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 EL and 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,	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
	LEA-wide	and intervention for EL and low-income students and see greater growth for them in ELA and Math. 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.	
2.3	**Action:** Tier II Instructional Support in ELA & Math **Need:** After reviewing our CAASPP data we found that EL students below all students in ELA and Math. Additionally, SED students in high school achieve below all students in math. **Scope:** LEA-wide	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 EL and 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 EL and low-income students. 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.	2.1-2.9
2.4	**Action:** ELA and Math Tutoring (EEPs) **Need:** After reviewing our CAASPP data we found that EL students below all students in ELA and Math. Additionally, SED students in high school achieve below all students in math. **Scope:** LEA-wide	By providing increased access to ELA and Math tutoring, SED and EL students will get the support needed to achieve at higher levels and close the equity gaps. This service will be available to all students in our Tier II intervention program. 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.	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
2.5	**Action:** Beyond SST **Need:** After reviewing our CAASPP data we found that EL students below all students in ELA and Math. Additionally, SED students in high school achieve below all students in math. **Scope:** LEA-wide	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 EL and SED students. 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.	2.1-2.9
2.9	**Action:** ParsecGO **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 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. **Scope:** LEA-wide	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 students, foster/homeless youth, and English learners. 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.	2.1-2.6, 2.10

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
2.12	**Action:** A-G Courses: Current, Culturally Relevant Curriculum **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 EL and SED students perform lower academically. **Scope:** LEA-wide	While all students will benefit from a 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 curricula will ultimately lead to increased language acquisition, higher ELPAC scores, and higher ELPI rates. We expect that our EL and SED students will perform better academically and on college/career readiness indicators. 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.	2.12, 2.13, 2.15
2.14	**Action:** College Course Credit Access **Need:** 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.	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 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. 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.	2.13, 2.18, 2.19

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		
2.15	**Action:** CTE Access **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. **Scope:** LEA-wide	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. 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.	2.13, 2.15, 2.16
2.16	**Action:** CCGI **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 unduplicated students. **Scope:** LEA-wide	By utilizing CCGI, our SwD and unduplicated students 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 unduplicated, it will be available for all students as a tool to promote College and Career Readiness. 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.	2.13
3.7	**Action:**	As an independent study charter school, JCS-PV claims attendance based on work completion and	3.2, 3.3

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
	Student Engagement: Absenteeism & Attendance **Need:** SED students are chronically absent more than the overall student population at JCS-PV, highlighting an equity gap. **Scope:** LEA-wide	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 SED students. 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.	
3.10	**Action:** Family Events **Need:** Partner feedback and our local indicators suggest that we need to focus on increasing participation in family engagement activities that we host at our locations and decision-making opportunities, especially for unduplicated students. **Scope:** LEA-wide	By increasing access to free events that engage families in the school community, such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations, we will increase parent involvement and engagement for all families of unduplicated pupils. 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.	3.11
3.12	**Action:** Parent Engagement & Communication **Need:** Parent survey responses are low, typically representing approximately 10-15% of our parent population. Additionally, the	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	3.11

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
	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. **Scope:** LEA-wide	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 of SwD, SED, ELs, and FHY and increase parent engagement. 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.	
3.16	**Action:** Meals (NSLP) **Need:** An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within the SED and SwD subgroups. Additionally, our SED, SwD, and EL populations have equity gaps in academic achievement. Additional unique challenges associated with the basic conditions of unduplicated pupils indicate the need for meals at school. **Scope:** LEA-wide	Providing two meals/day will allow us to meet the basic needs of all students, especially SwD and unduplicated pupils, and result in increased engagement and achievement. 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.	3.1-3.10

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	**Action:** EL Coordinator & ELD Teacher **Need:** On the spring 2024 Summative ELPAC, 0% of EL students grew by at least one ELPI level. **Scope:** Limited to Unduplicated Student Group(s)	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 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.	2.11-2.12
3.6	**Action:** FHY Liaison **Need:** Our FHY face unique challenges and need increased support to achieve equitable student outcomes. **Scope:** Limited to Unduplicated Student Group(s)	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.	3.1-3.8
3.17	**Action:** EL Parent Engagement **Need:**	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,	3.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	We did not meet our desired outcome for EL students who grew one ELPI level on the 2023 Summative ELPAC. We only received one response on our Spring Parent Survey from an EL family and we have been unable to recruit an EL parent or student representative on our School Site Council. **Scope:** Limited to Unduplicated Student Group(s)	which will help to inform our EL program through feedback and improve ELPAC scores through targeted support.	

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	$2,032,031	$198,812	9.784%	0.000%	9.784%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$467,109.00	$82,500.00	$0.00	$50,000.00	$599,609.00	$388,500.00	$211,109.00

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	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.4	ELD Curriculum and Materials	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
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	$11,000.00	$1,000.00			$10,000.00	$11,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	$5,000.00	$5,000.00	$5,000.00			$5,000.00	$10,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	2.2	Benchmark Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$3,000.00	$2,000.00	$1,000.00			$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$100,000.00	$0.00	$75,000.00	$25,000.00			$100,000.00	

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	**2.4**	ELA and Math Tutoring (EEPs)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	**2.5**	Beyond SST	English Learners Low Income	Yes	LEA-wide	English Learners 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	$0.00	$1,000.00		$1,000.00			$1,000.00	
2	**2.8**	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	**2.9**	ParsecGO	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.10**	High School Counselor	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.11**	Bound for Blue	All	No			All Schools	Ongoing	$0.00	$259.00	$259.00				$259.00	
2	**2.12**	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$7,500.00	$0.00	$7,500.00				$7,500.00	
2	**2.13**	High School Electives	All	No			All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
2	**2.14**	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.15**	CTE Access	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	**2.16**	CCGI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$250.00	$250.00				$250.00	
2	**2.17**	WASC Accreditation and Membership	All	No			All Schools	Ongoing	$0.00	$1,300.00	$1,300.00				$1,300.00	
2	**2.18**	Early Literacy	All	No			All Schools	Ongoing	$40,000.00	$0.00	$40,000.00				$40,000.00	

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	**3.1**	Leader in Me	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	**3.2**	HSA & SEL Support Services	Students with Disabilities	No			All Schools	Ongoing	$12,000.00	$2,000.00		$14,000.00			$14,000.00	
3	**3.3**	PD - SEL & Engagement	Students with Disabilities	No			All Schools	Ongoing	$0.00	$4,000.00		$4,000.00			$4,000.00	
3	**3.4**	Online Safety: Securly	All	No			All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	**3.5**	Arts & Music	All	No			All Schools	Ongoing	$40,000.00	$0.00	$10,000.00	$30,000.00			$40,000.00	
3	**3.6**	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$4,000.00	$0.00	$4,000.00				$4,000.00	
3	**3.7**	Student Engagement: Absenteeism & Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
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	$20,000.00	$20,000.00				$20,000.00	
3	**3.10**	Family Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.11**	Student Recognition and Incentives	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.12**	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	**3.13**	Enrollment	All	No			All Schools	Ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
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	$2,000.00	$4,000.00	$6,000.00				$6,000.00	
3	**3.16**	Meals (NSLP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,000.00	$0.00	$6,000.00				$6,000.00	

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	**3.17**	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$70,000.00	$0.00	$35,000.00			$35,000.00	$70,000.00	

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
$2,032,031	$198,812	9.784%	0.000%	9.784%	$249,050.00	0.000%	12.256 %	**Total:**	$249,050.00
								LEA-wide Total:	$180,050.00
								Limited Total:	$69,000.00
								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	English Learners	All Schools	$20,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	English Learners Low Income	All Schools	$30,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	English Learners Low Income	All Schools	$75,000.00	
2	2.4	ELA and Math Tutoring (EEPs)	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
2	2.5	Beyond SST	Yes	LEA-wide	English Learners Low Income	All Schools	$300.00	
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated	English Learners	All Schools	$30,000.00	

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 (%)
				Student Group(s)				
2	2.9	ParsecGO	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$7,500.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.16	CCGI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$4,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	LEA-wide	Low Income	All Schools	$2,000.00	
3	3.10	Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$658,800.00	$626,100.00

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	$2,500.00
1	**1.2**	TK-8 Standards-aligned Curriculum & Materials	Yes	$20,000.00	$20,000.00
1	**1.3**	Physical Education	No	$30,000.00	$30,000.00
1	**1.4**	ELD Curriculum and Materials	Yes	$1,000.00	$1,000.00
1	**1.5**	Technology, Internet, and Instructional Materials	Yes	$11,000.00	$11,000.00
1	**1.6**	Technology Support	No	$60,000.00	$40,000.00
1	**1.7**	Physical Safety	No	$25,000.00	$15,000.00
1	**1.8**	Programs & Services	Yes	$2,000.00	$2,000.00
1	**1.9**	Professional Development - Induction	No	$10,000.00	$10,000.00
2	**2.1**	PD - Tier I Practices for Academic Outcomes	Yes	$30,000.00	$30,000.00
2	**2.2**	Benchmark Assessments	Yes	$3,000.00	$3,000.00

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)
2	2.3	Tier II Instructional Support in ELA & Math	Yes	$100,000.00	$100,000.00
2	2.4	ELA and Math Tutoring (EEPs)	Yes	$20,000.00	$20,000.00
2	2.5	Beyond SST	Yes	$300.00	$300.00
2	2.6	Collaboration with SELPA	No	$2,500.00	$2,500.00
2	2.7	SwD Professional Development	No	$1,000.00	$1,000.00
2	2.8	EL Coordinator & ELD Teacher	Yes	$30,000.00	$30,000.00
2	2.9	ParsecGO	Yes	$2,000.00	$2,000.00
2	2.10	High School Counselor	No	$25,000.00	$25,000.00
2	2.11	Bound for Blue	No	$500.00	$500.00
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	$15,000.00	$15,000.00
2	2.13	High School Electives	No	$15,000.00	$15,000.00
2	2.14	College Course Credit Access	Yes	$10,000.00	$10,000.00
2	2.15	CTE Access	Yes	$6,000.00	$6,000.00

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)
2	2.16	Scoir	Yes	$700.00	$1,000.00
2	2.17	WASC Accreditation and Membership	No	$1,300.00	$1,300.00
2	2.18	Early Literacy	No	$40,000.00	$40,000.00
3	3.1	Leader in Me	No	$20,000.00	$20,000.00
3	3.2	HSA & SEL Support Services	No	$2,000.00	$2,000.00
3	3.3	PD - SEL & Engagement	No	$1,000.00	$4,000.00
3	3.4	Online Safety: Securly	No	$3,000.00	$2,500.00
3	3.5	Arts & Music	No	$40,000.00	$40,000.00
3	3.6	FHY Liaison	Yes	$4,000.00	$4,000.00
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	$2,000.00	$2,000.00
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	No	$2,500.00	$2,500.00
3	3.9	Field Trips	No	$20,000.00	$20,000.00
3	3.10	Family Events	Yes	$1,000.00	$1,000.00
3	3.11	Student Recognition and Incentives	No	$3,000.00	$1,500.00

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)
3	**3.12**	Parent Engagement & Communication	Yes	$3,000.00	$3,000.00
3	**3.13**	Enrollment	No	$7,000.00	$7,000.00
3	**3.14**	Retention	No	$500.00	$500.00
3	**3.15**	PD - Leadership	No	$6,000.00	$6,000.00
3	**3.16**	Meals (NSLP)	Yes	$10,000.00	$6,000.00
3	**3.17**	EL Parent Engagement	Yes	$70,000.00	$70,000.00

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)
$177,695	$275,000.00	$261,300.00	$13,700.00	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	$20,000.00	$20,000.00		
1	**1.4**	ELD Curriculum and Materials	Yes	$1,000.00	$1,000.00		
1	**1.5**	Technology, Internet, and Instructional Materials	Yes	$1,000.00	$1,000.00		
1	**1.8**	Programs & Services	Yes	$2,000.00	$2,000.00		
2	**2.1**	PD - Tier I Practices for Academic Outcomes	Yes	$1,000.00	$1,000.00		
2	**2.2**	Benchmark Assessments	Yes	$3,000.00	$3,000.00		
2	**2.3**	Tier II Instructional Support in ELA & Math	Yes	$100,000.00	$100,000.00		
2	**2.4**	ELA and Math Tutoring (EEPs)	Yes	$20,000.00	$20,000.00		
2	**2.5**	Beyond SST	Yes	$300.00	$300.00		
2	**2.8**	EL Coordinator & ELD Teacher	Yes	$30,000.00	$30,000.00		
2	**2.9**	ParsecGO	Yes	$2,000.00	$2,000.00		
2	**2.12**	A-G Courses: Current, Culturally Relevant Curriculum	Yes	$15,000.00	$15,000.00		
2	**2.14**	College Course Credit Access	Yes	$10,000.00	$10,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.15**	CTE Access	Yes	$6,000.00	$6,000.00		
2	**2.16**	Scoir	Yes	$700.00	$1,000.00		
3	**3.6**	FHY Liaison	Yes	$4,000.00	$4,000.00		
3	**3.7**	Student Engagement: Absenteeism & Attendance	Yes	$2,000.00	$2,000.00		
3	**3.10**	Family Events	Yes	$1,000.00	$1,000.00		
3	**3.12**	Parent Engagement & Communication	Yes	$3,000.00	$3,000.00		
3	**3.16**	Meals (NSLP)	Yes	$10,000.00	$6,000.00		
3	**3.17**	EL Parent Engagement	Yes	$43,000.00	$33,000.00		

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)
$1,892,896	$177,695	0%	9.387%	$261,300.00	0.000%	13.804%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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