



**JCS LIVE**

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Julian Charter (JCS LIVE)

CDS Code: 37 68163 3731239

School Year: 2026-27

LEA contact information:

Lori Cummings

Principal

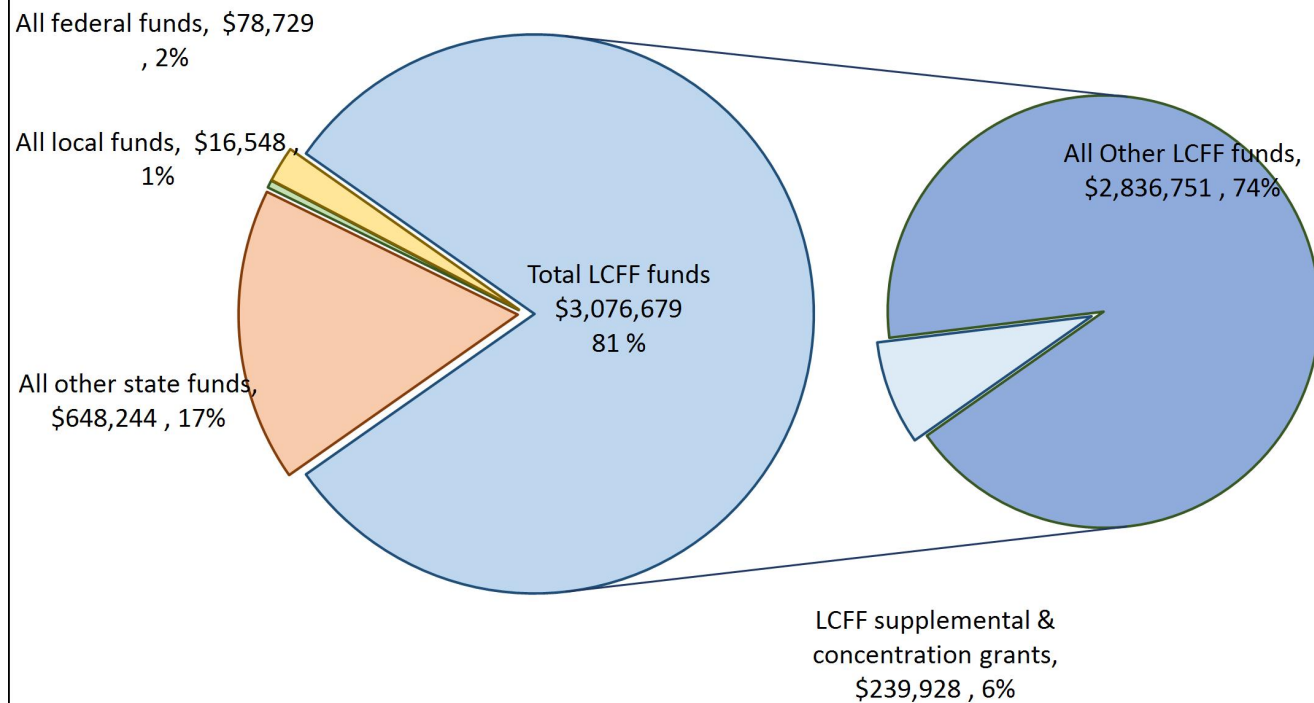
lcummings@jcs-inc.org

(760) 420-3690

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

#### Projected Revenue by Fund Source

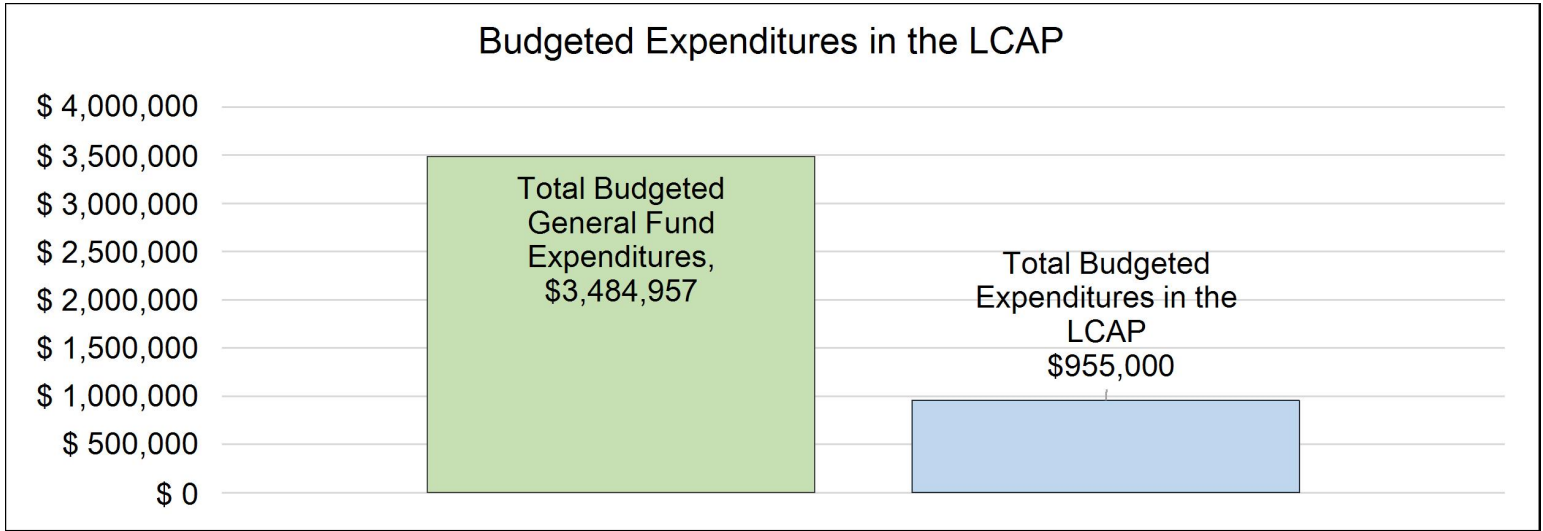


This chart shows the total general purpose revenue Julian Charter (JCS LIVE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julian Charter (JCS LIVE) is \$3,820,200, of which \$3,076,679 is Local Control Funding Formula (LCFF), \$648,244 is other state funds, \$16,548 is local funds, and \$78,729 is federal funds. Of the \$3,076,679 in LCFF Funds, \$239,928 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 Julian Charter (JCS LIVE) 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: Julian Charter (JCS LIVE) plans to spend \$3,484,957 for the 2026-27 school year. Of that amount, \$955,000 is tied to actions/services in the LCAP and \$2,529,957 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.

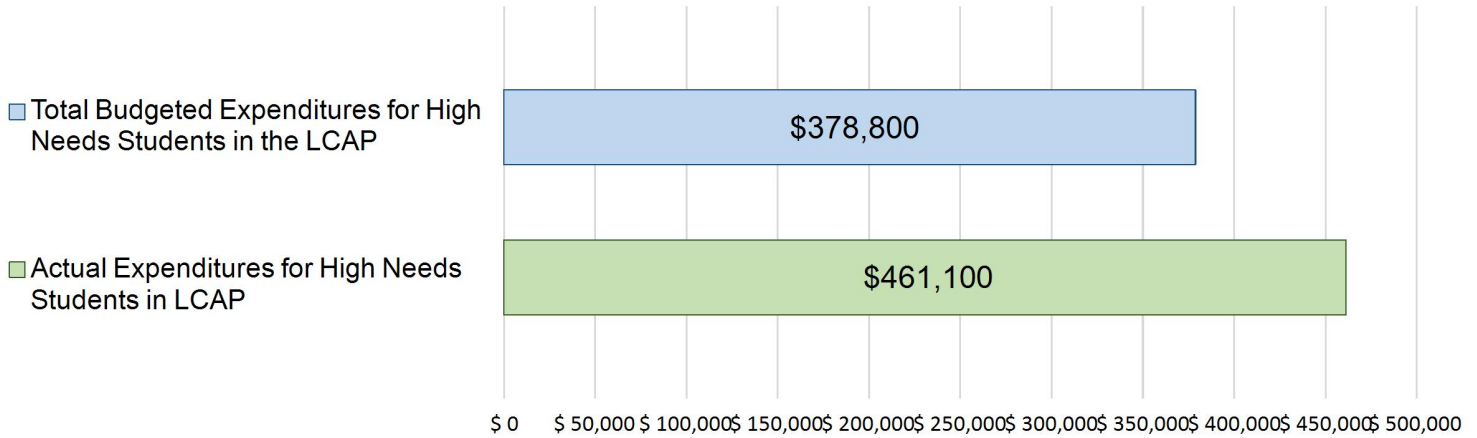
## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Julian Charter (JCS LIVE) is projecting it will receive \$239,928 based on the enrollment of foster youth, English learner, and low-income students. Julian Charter (JCS LIVE) must describe how it intends to increase or improve services for high needs students in the LCAP. Julian Charter (JCS LIVE) plans to spend \$526,000 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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



This chart compares what Julian Charter (JCS LIVE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Julian Charter (JCS LIVE) 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, Julian Charter (JCS LIVE)'s LCAP budgeted \$378,800 for planned actions to increase or improve services for high needs students. Julian Charter (JCS LIVE) actually spent \$461,100 for actions to increase or improve services for high needs students in 2025-26.



**JCS LIVE**

## 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
Julian Charter (JCS LIVE)	Lori Cummings Principal	lcummings@jcs-inc.org (760) 420-3690

## 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.

Julian Charter School (JCS LIVE) is an independent study TK-12 charter school sponsored by the Julian Union Elementary School District. The original charter was founded in November 1999 to meet the needs of students underserved by traditional systems and for families with a strong desire to homeschool. Between 1999 and 2018, Julian Charter grew to serve over 2500 students with Home Study and hybrid independent study options. Due to a change in independent study law in 2018, Julian Charter had to re-group and split into six different charter schools. The original charter became one of the six schools within the new JCS Family of Charter Schools and transitioned to become known as JCS LIVE, serving students in a 100% virtual learning environment. Instruction primarily occurs online and synchronously, with all students and teachers meeting virtually. The main JCS office is located at the Julian Union district’s middle school campus, which houses a small number of back-office staff.

The mission of JCS-LIVE is to provide an alternative classroom setting tailored for students who desire a synchronous, online, personalized environment focused on Career and Technical Education. JCS LIVE 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.

JCS LIVE teachers and staff are committed to helping every student achieve and succeed. Educators inspire and empower students to reach their goals. Students feel a sense of community and support even though they are working from home. Students interact with teachers and have opportunities to interact with peers as well. The goal at JCS-LIVE is to build skills and develop a love for learning, and to develop the foundation for life success. The LEA utilizes vetted and personalized curriculum designed to build skills and interest in all of our students. Students receive kits each month filled with activities and individualized items to make learning fun.

As of April 10, 2026 (P2), JCS LIVE serves a student population of 229 students with a diverse demographic profile. Nearly half of students identify as White (48.0%), while 16.6% identify as Hispanic or Latino, 10.5% as Black or African American, and smaller percentages represent American Indian or Alaska Native (4.4%), Asian (2.2%), and Pacific Islander subgroups. When ethnicity is considered separately, 45.4% of students identify as Hispanic and 54.6% as non-Hispanic. The student body is slightly majority female, with 53.3% female, 45.9% male, and 0.9% identifying as non-binary.

Enrollment is concentrated in the middle and high school grades. Grades 7–10 account for nearly half of all students, with the largest groups in Grade 8 (13.1%), Grade 7 (12.2%), and Grades 9 and 10 (11.8% each). The average age distribution reflects this concentration, with the largest age groups being 13-year-olds (14.0%), 15-year-olds (13.1%), and 17-year-olds (11.8%).

Several student groups require additional educational support. Approximately 41.5% of students are identified as socioeconomically disadvantaged, and 27.5% receive special education services. English learner enrollment is relatively low, with only 2.6% of students identified as English learners, all of whom speak Spanish as their primary language.

Housing stability is generally strong across the student population. The vast majority of students (97.8%) reside in permanent housing, while a small percentage experience housing insecurity, including students living in hotels or motels (0.9%), temporary shelters (0.4%), doubled-up housing situations (0.4%), or other temporary living arrangements (0.4%). Overall, JCS LIVE serves a predominantly permanently housed student population with substantial socioeconomic and special education support needs and a grade-level distribution weighted toward secondary students.

While the LEA does not have a migrant population in the traditional sense, there is a somewhat transient population: Some families decide that home study or virtual learning is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS LIVE 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, while others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. Because the school covers such a large geographical area, the student demographics and needs vary somewhat depending on the region. As a school, the LEA looks at data by county and grade level (TK-8 and 9-12) and as a whole to identify our students' needs. While JCS LIVE strives to support all learners in meeting their potential, the LEA is very aware of its struggling and at-risk learners and their diverse needs, with the intention and dedication to provide additional supports outlined in the annual Local Control and Accountability Plan (LCAP).

# 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 LIVE is improving or declining. This information allows the LEA to reflect on the effectiveness of actions/services in the 25/26 LCAP. Additionally, the dashboard data (along with other data collected from internal assessments, surveys, partner engagement forums, etc.) highlighted areas where JCS LIVE 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 LIVE students due to small enrollment numbers; therefore, the LEA used local data and calculations to determine overall performance and equity gaps. In addition to the 2025 CA School Dashboard, the following sources were used to access and analyze annual performance data: DataQuest (public database), NWEA MAP (local verified data), School Pathways (local School Information System), Qualtrics (local SEL survey data), RCOE Tableau (public data analysis tool), and Parsec (public and local data file analysis tool).

Note about 2023 Red Chronic Absenteeism Indicator for SED: On the 2023 CA School Dashboard, the Socio-Economically Disadvantaged (SED) student subgroup was placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP action to support SED in Chronic Absenteeism is action 3.16 (Student Engagement Paraprofessional). On the 2024 and 2025 CA School Dashboards, Julian Charter did not receive the lowest performance level for any indicators, nor for any student subgroups.

Note about LREBG Funding: The LEA received LREBG funding in FY25/26, after the state's budget had been approved; therefore, the LEA conducted a needs assessment and educational partner engagement process in November 2025 to determine that the \$8,246 allocation to JCS LIVE would be spent in the 25/26 school year on personnel to support the Academic Intervention program. This is reflected in LCAP Goal 2, Action 3 (2.3), Tier II Instructional Support in ELA & Math. All FY25/26 LREBG funds were expended in 25/26, and the school expects to receive another allotment of LREBG funding in FY26/27, which is, again, planned in the LCAP for Goal 2, Action 3 (2.3), Tier II Instructional Support in ELA & Math.

## 2025 DASHBOARD OVERVIEW

The 2025 California School Dashboard reflects strong overall performance for JCS LIVE (Julian Charter School), particularly in student engagement, school climate, graduation outcomes, science achievement, and academic growth. The school serves approximately 203 students in grades TK–12, with 42.4% identified as socioeconomically disadvantaged, 4.4% English learners, and 1.0% foster youth. All five Local Indicators—including implementation of academic standards, parent and family engagement, access to a broad course of study, school climate, and basic services—were rated as “Standard Met,” demonstrating compliance with state expectations.

## 2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH-LANGUAGE ARTS

The 2025 California Dashboard indicates that JCS LIVE students continue to perform above the state standard in English Language Arts, although the school experienced a notable decline from the previous year. Overall, JCS LIVE earned a Yellow performance level, with students scoring 5.4 points above the ELA standard, compared to the statewide average of 8.1 points below the standard. While student performance remains stronger than the state average, the school's distance from standard declined by 9.2 points from 2024, when students scored 14.7 points above standard, suggesting a need to closely monitor instructional effectiveness and student achievement trends.

A review of longitudinal data shows that ELA performance has generally improved over time despite this year's decline. Prior to the pandemic, students were 8.7 points below standard in 2019, but performance increased dramatically after the return of statewide testing, reaching 17.0 points above standard in 2023 and 14.7 points above standard in 2024. The 2025 result of 5.4 points above standard still represents achievement above proficiency expectations, but the downward trend suggests that recent gains may be difficult to sustain without targeted intervention and support.

Student subgroup performance reveals important strengths and areas of concern. Socioeconomically disadvantaged students were the strongest reported subgroup, earning a Green performance level and scoring 9.4 points above standard, an increase of 7.6 points from the previous year. This result is particularly noteworthy because statewide socioeconomically disadvantaged students remain 35.3 points below standard, indicating that JCS LIVE is significantly outperforming state outcomes for this population.

Performance among Hispanic students remained relatively stable. Hispanic students earned a Yellow performance level and scored 1.3 points below standard, essentially maintaining their performance from the prior year. Although slightly below proficiency, Hispanic students at JCS LIVE substantially outperformed Hispanic students statewide, who averaged 33.7 points below standard. This suggests that the school is narrowing achievement gaps for one of its largest student groups.

Among White students, performance remained above standard at 9.8 points above standard, but this subgroup experienced one of the largest declines, dropping 12.1 points from the previous year. Because White students represent a significant portion of the tested population, this decline likely contributed substantially to the overall reduction in schoolwide ELA performance.

Students with disabilities represent the subgroup most in need of additional support. Although the Dashboard did not assign a color due to subgroup size rules, students with disabilities scored 47.1 points below standard, declining by 8.8 points from the prior year. While this performance remains stronger than the statewide average for students with disabilities (89.4 points below standard), the continued achievement gap suggests a need for intensified literacy interventions, accommodations, and progress monitoring.

Growth data provides additional context and is one of the most encouraging aspects of JCS LIVE's ELA results. The school received an "Average" ELA Growth rating, with 67.2% of students improving their ELA scores from the previous year. Growth was particularly strong among socioeconomically disadvantaged students, who earned an Accelerated Growth designation with 82.1% improving, and White students, who also achieved Accelerated Growth with 75.0% improving. Hispanic students demonstrated solid growth as well, with 65.5% improving their scores. These findings suggest that although overall achievement declined, a majority of students are still making year-to-year academic gains.

Taken together, the ELA data suggest that JCS LIVE remains a comparatively strong performer in reading and language arts, particularly when compared with statewide results. The school continues to maintain achievement above the proficiency standard, demonstrates strong outcomes for socioeconomically disadvantaged students, and shows positive growth across most student groups. However, the substantial decline from 2024, coupled with persistent challenges among students with disabilities and the decrease in performance among White students, indicates that literacy instruction and intervention should remain a priority area within the school's continuous improvement efforts.

2025 DASHBOARD ACADEMIC INDICATOR: MATH

Mathematics is one of the most compelling areas of performance for JCS LIVE because the data reflects a combination of improving achievement, exceptional student growth, and outcomes that substantially exceed statewide averages. Although the school received a Yellow performance level on the Mathematics Indicator, students performed considerably better than their statewide peers. JCS LIVE students scored 19.5 points below standard, compared to the statewide average of 42.4 points below standard, meaning students performed nearly 23 points higher than the average California student. The school's mathematics performance was also relatively stable, maintaining its position despite a slight decline of 2.0 points from the prior year.

When viewed over time, the school has demonstrated substantial long-term improvement in mathematics achievement. In 2019, students were 53.3 points below standard. Following pandemic-related disruptions, performance improved significantly to 32.8 points below standard in 2022, then remained relatively stable at 36.1 points below standard in 2023 before improving dramatically to 17.5 points below standard in 2024. Although the 2025 result declined slightly to 19.5 points below standard, students remain far ahead of where they were just a few years ago. Overall, the trend suggests that JCS LIVE has made significant gains in mathematics proficiency since 2019 and has largely sustained those improvements.

Subgroup performance reveals several notable strengths. White students earned a Green performance level, scoring 9.3 points below standard while improving 10.3 points from the previous year. Their performance closely approached proficiency and exceeded statewide outcomes for White students, who averaged 6.2 points below standard.

The most impressive subgroup performance came from socioeconomically disadvantaged students, who also earned a Green performance level. These students scored 21.4 points below standard, but improved by 8.3 points from the prior year. While still below proficiency, their performance far exceeded the statewide average for socioeconomically disadvantaged students, who scored 72.9 points below standard. This gap of more than 50 points suggests that JCS LIVE is providing meaningful support for one of its largest and historically underserved student populations.

Hispanic students earned a Yellow performance level, scoring 28.0 points below standard while improving 3.6 points from the previous year. Although achievement remains below proficiency, Hispanic students substantially outperformed their statewide counterparts, who scored 73.6 points below standard. These results indicate that JCS LIVE is helping narrow achievement gaps for Hispanic learners.

The subgroup most in need of support continues to be students with disabilities. This group scored 84.1 points below standard and declined 7.7 points from the previous year. However, even with this decline, JCS LIVE students with disabilities still performed considerably better than the statewide average for students with disabilities, who scored 120.7 points below standard. While relative performance remains strong, the achievement gap between students with disabilities and their peers remains substantial and should remain a focus area for instructional planning and intervention.

Perhaps the most significant positive finding in mathematics is the school's growth data. JCS LIVE earned an Exceptional Mathematics Growth rating, the highest growth category reported on the Dashboard. Overall, 65.6% of students improved their mathematics scores from the prior year, demonstrating that the majority of students are making meaningful academic progress regardless of their current achievement level. This is particularly important because growth measures often provide a more accurate picture of instructional effectiveness than proficiency rates alone.

Several student groups demonstrated especially strong growth. Hispanic students earned an Exceptional Growth rating, with 72.4% improving their scores. Socioeconomically disadvantaged students also earned an Exceptional rating, with 75.0% showing improvement, while White students achieved Exceptional Growth with 66.7% improving their scores. Students with disabilities earned an Accelerated Growth rating, with 61.5% improving, indicating that even though overall proficiency remains low, many students in this subgroup are making meaningful academic gains.

The Dashboard's equity report further reinforces these positive trends. Two student groups earned Green ratings in mathematics, while another earned a Yellow rating, and no student group received Red or Orange performance levels. This distribution suggests that mathematics achievement is relatively equitable across the school's major demographic groups and that there are no severe achievement concerns among the reportable student populations.

Overall, the mathematics data tells a positive story of sustained improvement and exceptional student growth. Although overall proficiency remains below the state standard, JCS LIVE students consistently outperform statewide averages, particularly among socioeconomically disadvantaged and Hispanic students. The school's exceptional growth results indicate that students are learning and progressing at high rates, suggesting that instructional practices are effectively accelerating achievement. Going forward, the primary opportunity for improvement will be converting these strong growth outcomes into higher levels of proficiency, especially for students with disabilities and other learners who continue to perform well below standard.

#### 2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH LEARNER PROGRESS

English Learner Progress is an area that should be monitored, although conclusions are limited by the small number of English learners enrolled at JCS LIVE. The Dashboard did not assign a performance color because only eight English learners were included in the indicator. Results showed that 0% of English learners progressed at least one English Language Proficiency Indicator (ELPI) level, while 100% maintained their current proficiency level, resulting in a status of "Making Progress" at 0.0%.

While no students regressed in English language proficiency, the absence of measurable growth suggests an opportunity to strengthen targeted language development supports. Because the student population is so small, the performance of just one or two students can significantly affect results, making year-to-year trends difficult to interpret. Moving forward, JCS LIVE should continue monitoring English learner outcomes and providing focused instructional supports to ensure students not only maintain but advance toward English proficiency.

#### 2025 DASHBOARD ACADEMIC INDICATOR: COLLEGE AND CAREER READINESS

The College/Career Indicator reflects meaningful improvement for JCS LIVE, although it remains an area for continued growth. In 2025, 37.9% of graduates were classified as "Prepared" for college and career, an increase of 12.9 percentage points from the previous year. This substantial gain indicates that more students are meeting readiness measures such as A–G completion, dual enrollment, industry certifications, or other college and career preparation benchmarks.

Longitudinal data show steady progress, with the percentage of students classified as Prepared increasing from 21.1% in 2019 to 37.9% in 2025, while the percentage classified as Not Prepared declined from 56.3% to 37.9% during the same period. Although JCS LIVE remains below the statewide Prepared rate of 51.7%, the significant year-over-year improvement suggests that the school is moving in a positive direction and successfully expanding opportunities that support postsecondary readiness.

Overall, the data indicate that JCS LIVE is making notable progress in preparing students for life after high school, with continued opportunities to increase participation in college- and career-readiness pathways and further close the gap with statewide performance.

#### 2025 DASHBOARD ENGAGEMENT INDICATOR: CHRONIC ABSENTEEISM

Chronic absenteeism is a significant strength for JCS LIVE and represents one of the school's most positive student engagement outcomes on the 2025 California Dashboard. The school earned a Green performance level, reporting a chronic absenteeism rate of 7.9%, which is less than half of the statewide rate of 17.1%. In addition, the school's absenteeism rate improved by 0.5 percentage points from the prior year, continuing a multi-year trend of improvement and indicating that students are consistently engaged in learning and connected to school.

The long-term trend demonstrates remarkable progress. Prior to the pandemic, JCS LIVE reported a chronic absenteeism rate of just 1.5% in 2019. Like many schools across California, absenteeism increased substantially following pandemic disruptions, reaching 13.8% in 2022. Since then, however, the school has steadily reduced absenteeism each year—from 12.1% in 2023, to 8.5% in 2024, and finally to 7.9% in 2025. This represents a reduction of nearly six percentage points over three years and suggests that the school has successfully re-engaged students following pandemic-related learning disruptions.

The school's virtual independent study model may contribute to these outcomes. Because students have flexibility in how they complete coursework while receiving regular support from credentialed teachers, barriers that often contribute to absenteeism in traditional settings—such as transportation challenges, scheduling conflicts, health concerns, or school avoidance—may have less impact on attendance. The Dashboard narrative notes that students receive daily synchronous support from credentialed teachers, which likely helps maintain engagement and accountability despite the independent study structure.

Subgroup data reveal several noteworthy successes. Hispanic students demonstrated particularly strong attendance outcomes, earning a Green performance level with a chronic absenteeism rate of 5.3%, which declined by 3.2 percentage points from the previous year. This rate is dramatically lower than the statewide Hispanic absenteeism rate of 20.1%, indicating that JCS LIVE is effectively engaging this student population.

Similarly, socioeconomically disadvantaged students earned a Green performance level with a chronic absenteeism rate of 9.8%, improving by 4.7 percentage points from the prior year. This outcome is especially significant because statewide socioeconomically disadvantaged students experience chronic absenteeism at a rate of 21.7%. Given that more than 42% of JCS LIVE's enrollment falls into this subgroup, these results suggest that the school's support systems are successfully mitigating attendance challenges often associated with economic hardship.

The White student subgroup maintained a chronic absenteeism rate of 9.8%, earning a Yellow performance level. Although slightly higher than the overall school average, this rate remains lower than the statewide White student average of 12.2%. The subgroup remained relatively stable compared to the previous year, indicating consistent engagement.

The subgroup presenting the greatest concern is students with disabilities. This group experienced a chronic absenteeism rate of 10.3%, which increased by 3.7 percentage points from the previous year. While this rate remains substantially lower than the statewide rate for students with disabilities (24.9%), the upward trend warrants monitoring. Students with disabilities often face additional academic, medical, and social-emotional challenges that can affect attendance, making continued intervention and family support important priorities.

Another subgroup that merits attention is students identified as Two or More Races, whose chronic absenteeism rate increased to 14.3%, representing a rise of 14.3 percentage points from the previous year. Because the subgroup consisted of only 14 students, a small number of chronically absent students can dramatically influence the percentage. Nonetheless, this increase should be reviewed to determine whether specific attendance barriers emerged for this group.

The Dashboard's equity report further highlights the positive nature of JCS LIVE's attendance outcomes. No student group received a Red or Orange performance level. Instead, two student groups earned Green ratings and one earned a Yellow rating, indicating that attendance challenges are relatively limited and distributed more equitably than in many schools. This suggests that the school's attendance supports are benefiting students across demographic groups rather than serving only specific populations.

The low chronic absenteeism rate is likely contributing to other positive Dashboard outcomes. Research consistently demonstrates a strong relationship between attendance and academic achievement, graduation, and school engagement. JCS LIVE's strong attendance outcomes coincide with a 93.3% graduation rate, 0.0% suspension rate, and significant academic growth in both ELA and Mathematics. Students who consistently participate in learning opportunities are more likely to remain on track academically and graduate successfully, and the Dashboard data suggest that these indicators are reinforcing one another.

Overall, the Chronic Absenteeism Indicator demonstrates that JCS LIVE has established a highly effective system for maintaining student engagement and attendance. The school significantly outperforms statewide averages, has steadily reduced absenteeism since the pandemic, and produces particularly strong outcomes for Hispanic and socioeconomically disadvantaged students. While the increase among students with disabilities and the Two or More Races subgroup should be monitored, the overall trend reflects a healthy school culture in which students remain connected to instruction and engaged in their educational program.

#### 2025 DASHBOARD ENGAGEMENT INDICATOR: GRADUATION RATE

The 2025 California Dashboard identifies graduation outcomes as one of JCS LIVE's strongest performance areas. The school earned a Green performance level on the Graduation Rate Indicator, with an overall graduation rate of 93.3%, representing a substantial 10.8 percentage-point increase from the prior year. This rate exceeds the statewide average of 87.8% by more than five percentage points and reflects a strong capacity to support students through high school completion despite serving a population that includes a significant percentage of socioeconomically disadvantaged students.

The improvement in 2025 is particularly noteworthy when viewed in the context of longitudinal trends. JCS LIVE's graduation rate has generally remained strong over time, increasing from 86.0% in 2019 to 92.9% in 2022 and 92.3% in 2023. The rate then declined to 82.5% in 2024, likely reflecting challenges affecting a relatively small graduating cohort where a few students can significantly influence outcomes. The rebound to 93.3% in 2025 not only recovered the prior year's losses but produced the highest graduation rate reported during the Dashboard period. This trend suggests that the 2024 decline was an anomaly rather than evidence of a sustained downward pattern.

The size of the graduating class should be considered when interpreting these results. The Dashboard reports graduation outcomes based on a cohort of 30 students, meaning that each student represents more than three percentage points of the overall graduation rate. In a school of this size, year-to-year fluctuations can appear larger than they would in a larger district. Even with this consideration, the increase of more than ten percentage points reflects meaningful improvement in student completion outcomes.

Subgroup performance demonstrates strong outcomes across several student populations. Among White students, the graduation rate reached 100%, increasing by 13.3 percentage points from the prior year. All White students in the graduation cohort earned a diploma, demonstrating exceptional completion rates for this subgroup.

Socioeconomically disadvantaged students also performed well, achieving a 90.0% graduation rate, an increase of 12.2 percentage points from the previous year. This result exceeds the statewide graduation rate for socioeconomically disadvantaged students (86.2%) and indicates that economic disadvantage is not creating the same barriers to graduation often seen across California. Given that more than 42% of JCS LIVE's students are identified as socioeconomically disadvantaged, this outcome is particularly significant.

Although subgroup data for Hispanic students was suppressed due to small cohort sizes, the five-year graduation table provides additional insight. Hispanic students achieved an 83.3% graduation rate, while White students achieved 100%, and socioeconomically disadvantaged students achieved 90.0%. These results suggest that while graduation outcomes are generally positive across groups, Hispanic students may benefit from additional monitoring and targeted support to ensure completion rates continue to improve.

The five-year graduation data provides another important perspective. While 90.0% of students graduated within four years, an additional 3.3% graduated during a fifth year, resulting in the overall 93.3% five-year graduation rate. This finding highlights the effectiveness of JCS LIVE's flexible educational model, which appears capable of supporting students who require additional time to complete graduation requirements. Rather than losing students who fall behind, the school is successfully retaining and graduating many of them through an extended timeline.

The graduation data is even more encouraging when considered alongside other indicators. JCS LIVE reported a 7.9% chronic absenteeism rate, well below the state average, and a 0.0% suspension rate, suggesting that students remain engaged in school and experience few disciplinary barriers to completion. These positive engagement and climate indicators likely contribute to the school's strong graduation outcomes.

The relationship between graduation and college/career readiness, however, reveals an area for continued growth. While 93.3% of students graduated, only 37.9% met the College/Career Indicator's "Prepared" level. This gap suggests that although the school is highly successful at helping students earn diplomas, additional efforts may be needed to increase the number of graduates completing rigorous coursework, earning industry certifications, meeting A–G requirements, or demonstrating readiness for postsecondary education and careers. The encouraging news is that the College/Career Prepared rate increased by 12.9 percentage points in 2025, indicating that progress is already underway.

Overall, the Graduation Rate Indicator demonstrates that JCS LIVE is highly effective at keeping students enrolled through completion and supporting them toward earning a high school diploma. The school significantly outperforms statewide graduation rates, has recovered from a temporary decline in 2024, and shows particularly strong outcomes for socioeconomically disadvantaged students. The data suggest that the school's independent study and virtual learning model provides a flexible pathway that enables students to persist and graduate, even when they require additional time or individualized support. Moving forward, the greatest opportunity lies not in increasing graduation rates—which are already strong—but in ensuring that a larger percentage of graduates leave fully prepared for college and career success.

## 2025 DASHBOARD CONDITIONS AND CLIMATE INDICATOR: SUSPENSION RATE

The Suspension Rate Indicator is one of JCS LIVE's most significant strengths and represents the highest level of performance reported on the 2025 California Dashboard. The school earned a Blue performance level, the highest possible rating under California's accountability system, by reporting a 0.0% suspension rate. This means that no students were suspended for one or more days during the 2024–25 school year. In comparison, the statewide suspension rate was 2.9%, meaning JCS LIVE outperformed the state average by nearly three percentage points.

Equally impressive is the consistency of this performance over time. JCS LIVE has maintained a suspension rate of 0.0% for four consecutive years, beginning in 2022 and continuing through 2025. Prior to that, the school reported a suspension rate of just 0.3% in 2019, which was already exceptionally low. This sustained trend demonstrates that the absence of suspensions is not a one-year anomaly but rather a deeply embedded characteristic of the school's culture and disciplinary practices.

The equity data are particularly noteworthy because every reportable student subgroup either earned a Blue rating or had results suppressed due to small student counts. Among student groups large enough to be reported, Hispanic students, socioeconomically disadvantaged students, students with disabilities, and White students all reported a suspension rate of 0.0%. This indicates that disciplinary outcomes are not disproportionately affecting any major demographic group and that students across populations experience a consistently positive and supportive school environment.

For students with disabilities, these results are especially significant. Statewide, students with disabilities experience a suspension rate of 5.0%, yet JCS LIVE reported 0.0% suspensions for this subgroup. Similarly, socioeconomically disadvantaged students experienced a 0.0% suspension rate at JCS LIVE compared to a statewide rate of 3.6%, while Hispanic students reported 0.0% suspensions compared to 3.0% statewide. These comparisons suggest that the school has been particularly successful in creating equitable disciplinary practices and avoiding the disproportionality that is often observed across California schools.

The Dashboard equity report further reinforces this conclusion. JCS LIVE reported four Blue-rated student groups and no Green, Yellow, Orange, or Red groups. In other words, every student group with sufficient data met the highest performance standard available. This level of consistency across subgroups is relatively uncommon and indicates that positive school climate and behavioral expectations are being experienced broadly across the student population.

Several aspects of JCS LIVE's educational model likely contribute to these outcomes. As a virtual independent study charter school, students receive individualized instruction and ongoing support from credentialed teachers while learning primarily from home. This structure may reduce many of the behavioral conflicts and disciplinary incidents that occur in traditional school environments, such as classroom disruptions, peer conflicts, and campus-related incidents. Additionally, the individualized nature of the program allows staff to address academic or behavioral concerns proactively before they escalate into disciplinary issues requiring suspension.

The suspension data also align closely with other positive indicators on the Dashboard. JCS LIVE reported a 7.9% chronic absenteeism rate, a 93.3% graduation rate, and strong academic growth in both English Language Arts and Mathematics. These outcomes suggest that students are not only remaining enrolled and engaged but are doing so in a supportive environment that minimizes exclusionary discipline. Research consistently demonstrates that students who avoid suspensions are more likely to remain connected to school, attend regularly, achieve academically, and graduate on time. JCS LIVE's Dashboard results reflect this relationship.

From a school improvement perspective, the challenge for JCS LIVE is not reducing suspensions further, since the rate is already at zero, but rather sustaining the practices that have produced these outcomes. Continued emphasis on strong student-teacher relationships, individualized support, family engagement, early intervention, and restorative approaches will be important to maintaining this exceptional performance as enrollment and student needs evolve.

Overall, the Suspension Rate Indicator reflects an exceptionally positive school climate at JCS LIVE. The school has maintained a zero suspension rate for four consecutive years, achieved the highest possible Dashboard rating, eliminated disciplinary disparities among reportable student groups, and substantially outperformed statewide averages across all major populations. These results indicate that JCS LIVE has created a learning environment where students remain engaged, supported, and connected to school without reliance on exclusionary disciplinary practices.

#### LOCAL DATA: NWEA MAP (MATH)

JCS LIVE's 2025–26 NWEA MAP Mathematics results demonstrate strong overall achievement and above-average academic growth across the K–12 program. Across all tested students, the school achieved a median growth percentile of 62, meaning students grew more than 62% of their academic peers nationwide. This level of growth exceeds the national norm of the 50th percentile and indicates that students are making stronger-than-expected progress in mathematics. Achievement also improved during the year, increasing from a 67th percentile median achievement level in Fall 2025 to the 71st percentile in Spring 2026, placing the average JCS LIVE student well above national norms. By spring, approximately 62% of students scored above the 60th percentile nationally, including 41% performing above the 80th percentile, demonstrating a substantial population of high-achieving mathematics students.

The overall pattern suggests that JCS LIVE is successfully combining high achievement with continued growth. The Growth and Achievement Quadrant analysis shows that nearly every grade level falls within the High Achievement/High Growth quadrant, indicating that students are not only performing above national averages but are also continuing to make accelerated academic gains. This is particularly significant because schools with already high-performing students often struggle to maintain strong growth rates; JCS LIVE appears to be accomplishing both.

At the elementary level, results were generally positive. Kindergarten and Grade 1 students performed exceptionally well, with achievement percentiles in the 97th–98th percentile range and growth percentiles of 69 and 98, respectively. These results suggest that the school's youngest learners are entering and remaining among the highest-performing mathematics students nationally. Grade 2 also demonstrated strong growth at the 75th percentile, improving achievement from the 56th to the 68th percentile. Grades 3 and 4 posted more modest growth percentiles of 54 and 55, respectively, and experienced slight declines in achievement, suggesting a need for continued monitoring and support in these grades to ensure students maintain momentum.

Middle school mathematics results were mixed but generally favorable. Grade 5 was a standout performer, posting a 72nd percentile growth rate while increasing achievement from the 56th to the 63rd percentile. Grade 7 also demonstrated strong improvement, increasing achievement from the 48th percentile to the 68th percentile while achieving a growth percentile of 61. Grade 8 showed similarly strong results, earning a 68th percentile growth rate and improving achievement from the 59th to the 68th percentile. Grade 6 was the weakest middle school grade, with a growth percentile of 53 and a slight decline in achievement from the 59th to the 57th percentile, though performance remained near the national average.

High school mathematics performance was particularly impressive. Grade 9 students demonstrated one of the strongest profiles in the school, earning a 71st percentile growth rate while increasing achievement from the 73rd percentile to the 84th percentile. Grade 11 students also showed exceptional results, achieving a 72nd percentile growth rate while maintaining achievement at the 84th percentile nationally. Grade 10 remained a high-achieving group despite a slight decline in achievement from the 84th to the 79th percentile, while still posting above-average growth at the 61st percentile. These results indicate that secondary students are consistently performing well above national norms and continuing to make meaningful gains in mathematics.

One notable finding across the report is the concentration of students in the highest achievement bands. In several grades—including Grades 9, 10, and 11—more than half of students scored above the 80th national percentile by spring. For example, 61% of Grade 9 students, 47% of Grade 10 students, and 60% of Grade 11 students performed above the 80th percentile nationally. These data suggest that JCS LIVE is successfully supporting advanced mathematics learners while simultaneously producing strong overall growth.

Overall, the NWEA MAP Mathematics results portray JCS LIVE as a high-performing school with strong achievement and accelerated growth across most grade levels. Students significantly outperform national norms in mathematics, and the majority of grades demonstrate growth above expected levels. While Grades 3, 4, and 6 may benefit from additional attention to sustain achievement gains, the overall data indicate a mathematics program that is effectively advancing student learning and producing particularly strong outcomes in the secondary grades.

#### LOCAL DATA: NWEA MAP (READING)

JCS LIVE's 2025–26 NWEA MAP Reading results indicate strong overall reading achievement coupled with above-average student growth. Across all tested grades (K–12), the school achieved a median growth percentile of 66, meaning JCS LIVE students grew more than 66% of their academic peers nationwide. This level of growth is well above the national norm of the 50th percentile and suggests that students are making accelerated progress in reading over the course of the year. Achievement also remained strong, with the school's median reading achievement increasing from the 74th percentile in Fall 2025 to the 77th percentile in Spring 2026, placing the average JCS LIVE student well above national norms. By spring, 73% of students scored above the 60th percentile nationally, including 43% performing above the 80th percentile, demonstrating a high concentration of advanced readers.

The data reveal particularly strong performance in the upper grades. Grades 8–12 all posted growth percentiles between the 69th and 87th percentiles, indicating substantial academic gains. Grade 11 was especially noteworthy, achieving an 87th percentile growth rate while reaching an 89th percentile achievement level by spring, meaning students not only performed at a very high level but also continued to grow at an exceptional pace. Grades 9 and 10 similarly demonstrated strong achievement, with spring achievement percentiles of 79th and 85th, respectively, paired with growth percentiles well above national averages. These results suggest that JCS LIVE's secondary reading program is highly effective at both maintaining and accelerating student literacy development.

Elementary results were more mixed but generally positive. Kindergarten students demonstrated exceptional growth at the 86th percentile while maintaining achievement at the 99th percentile, indicating that students entered and remained among the highest-performing readers nationally. Grade 2 also showed strong growth at the 77th percentile and improved achievement from the 54th to the 68th percentile. However, Grades 3 and 4 experienced weaker growth, both posting growth percentiles of 45, below the national norm. Grade 3 showed the most notable decline, with achievement decreasing from the 84th percentile in fall to the 62nd percentile in spring, suggesting a need for closer monitoring and targeted literacy support at this grade level.

Middle school performance was generally strong, though somewhat variable. Grade 5 posted average growth at the 53rd percentile while increasing achievement from the 67th to the 73rd percentile. Grade 6 showed below-average growth at the 48th percentile, accompanied by a slight decline in achievement from the 70th to the 64th percentile. In contrast, Grades 7 and 8 demonstrated stronger outcomes, with growth percentiles of 57 and 70, respectively, and improved achievement levels by spring. These results suggest that while most middle school students are progressing well, Grade 6 may benefit from additional instructional attention.

The Growth and Achievement Quadrant analysis further reinforces the school's overall success. Most grade levels fall within the High Achievement/High Growth quadrant, indicating that students are not only performing above national norms but are also growing faster than expected. This combination is particularly important because it demonstrates that high-achieving students continue to make meaningful academic gains rather than plateauing.

Overall, the NWEA MAP Reading results portray JCS LIVE as a high-performing school with strong literacy outcomes across most grade levels. Students significantly outperform national norms in reading achievement, and growth rates indicate that instruction is effectively accelerating learning. While Grades 3, 4, and 6 warrant closer review due to below-average growth or declining achievement percentiles, the school's overall reading program demonstrates considerable strength, particularly in secondary grades where both achievement and growth are exceptionally high.

#### LOCAL DATA: HOLISTIC STUDENT ASSESSMENT

The school administered PEAR's Holistic Student Assessment (HSA) to students in grades 4–12 during Fall 2026 to assess social-emotional strengths, challenges, and support needs. The HSA evaluates resiliencies, relationships, and school engagement using a three-tiered framework aligned with RTI and PBIS models. Data from 124 completed surveys showed that 42.7% of students fell within Tier 1, 38.7% in Tier 2, and 18.5% in Tier 3, indicating that while many students are functioning well, a significant number require targeted or intensive support. Students averaged 2.7 strengths and 2.5 challenges. Key strengths included school bonding, empathy, and relationships with adults and peers, while primary areas of concern included learning interest, assertiveness, critical thinking, action orientation, and academic motivation. The data reflect a diverse student population with representation across grades 4–12 and multiple racial and ethnic groups.

Disaggregated equity analyses revealed meaningful differences among student groups. Gender analysis showed that girls were slightly more likely to fall into Tier 1 supports, with strengths in school bonding and empathy, but demonstrated greater challenges in action orientation and optimism. Boys reported more overall strengths, particularly in empathy, perseverance, and relationships with adults, but also showed higher Tier 3 representation and elevated challenges in assertiveness, academic motivation, learning interest, and critical thinking. These findings suggest a need for gender-responsive supports focused on engagement, confidence-building, and self-management.

The analysis of Hispanic/Latino students identified significant equity concerns. Hispanic students reported fewer strengths (1.8) and more challenges (2.8) than the overall student population and were substantially more likely to fall into Tier 2 and Tier 3 support levels. Learning interest, assertiveness, action orientation, academic motivation, and peer relationships emerged as key challenges, while school bonding and empathy remained relative strengths. The findings suggest that Hispanic students may face barriers related to belonging, engagement, and access to culturally responsive supports, highlighting the importance of bilingual resources, culturally affirming practices, and stronger family engagement.

Students with disabilities also demonstrated lower overall strengths compared to the general population, despite strong school bonding and positive relationships with adults and peers. Challenges related to learning interest, academic motivation, assertiveness, and executive functioning skills were elevated, and nearly half of the students with disabilities fell into Tier 2 supports. These findings indicate a need for more intentional, strengths-based interventions that strengthen self-advocacy, engagement, and academic confidence while maintaining inclusive and relationship-centered support systems.

The analysis of low-income students highlighted both resilience and areas of concern. This group demonstrated strong perseverance and critical thinking skills, suggesting important adaptive strengths despite economic barriers. However, low-income students reported limited strengths related to trust, optimism, and relationships with adults, along with challenges in assertiveness, empathy, reflection, and learning interest. Although half of the students qualified as Tier 1, the findings point to the need for additional mentoring, relationship-building, and social-emotional supports that address the impacts of poverty and strengthen belonging, confidence, and future orientation.

Across all groups, school bonding and supportive relationships consistently emerged as protective factors, while learning interest, academic motivation, assertiveness, and action orientation were recurring areas of need. Overall, the data suggest that students possess important social-emotional strengths and resilience, but disparities remain across historically underserved groups. The findings support the need for targeted, culturally responsive, and student-centered interventions that strengthen engagement, belonging, confidence, and equitable access to support systems.

## Reflections: Technical Assistance

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

JCS LIVE 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.

Julian Charter 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 on equitable conditions of learning was overwhelmingly positive. Families, staff, and school leadership consistently highlighted the strength of JCS LIVE’s qualified and caring teachers, strong communication, personalized learning approach, and commitment to providing students with the resources they need to succeed. Parents frequently praised the flexibility of the program, the availability of one-on-one support, responsive teachers and tutors, and equitable access to instructional materials, technology, science and

art kits, cameras, and other learning resources. Several respondents noted that staff go above and beyond to support student success, maintain strong relationships with families, and ensure that learning opportunities are accessible regardless of a student's background, ability, or income. These themes were echoed during the School Site Council meeting, where parents and students commended staff qualifications, communication, technology support, and the individualized assistance provided by teachers.

While feedback was largely favorable, partners identified several opportunities for improvement. Families expressed interest in expanded academic support, including more one-on-one assistance, additional instructional time during class, easier communication when students are struggling, and qualified substitute teachers who can effectively support learning during teacher absences. Some respondents also suggested increasing extracurricular opportunities through additional vendors and continuing programs such as Homework Hub. Staff feedback focused on resource needs, including touchscreen Chromebooks for students, improved access to instructional materials, updated homeschool curriculum resources, and more efficient ordering and delivery processes for books and educational supplies. Overall, partners believe the school provides strong, equitable learning conditions and recommend targeted investments in instructional supports, learning materials, and student assistance services to further enhance student outcomes.

#### PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)

Partner feedback regarding student outcomes was overwhelmingly positive and reflected strong confidence in the quality of instruction, individualized support, and post-secondary preparation provided by JCS LIVE. Students reported that teachers explain lessons clearly, believe in their ability to succeed, provide meaningful feedback, and are readily available when help is needed. Parents consistently described instruction as excellent, personalized, and responsive to their children's unique learning needs. Many highlighted the strong communication between staff and families, the availability of tutoring and intervention services, and the school's welcoming and supportive culture. Staff members similarly emphasized the school's commitment to differentiated instruction, equitable access to supports, and personalized learning that helps students develop academic, problem-solving, and independent learning skills.

Feedback from the February 2026 School Site Council meeting reinforced these survey findings. Students and parents praised the school's responsiveness, noting that questions are answered quickly, concerns are addressed immediately, and staff members genuinely invest in helping students achieve their goals. Participants highlighted the individualized attention students receive, the safe and supportive learning environment, and the strong relationships students build with teachers and staff. Partners also recognized the school's efforts to connect learning to real-world experiences through internships, project-based learning, college and career exploration, financial literacy instruction, and workforce readiness activities. Students reported feeling prepared for life after high school because of the guidance and encouragement they received from staff, while teachers expressed confidence that students have access to both college and career pathways that align with their interests and goals.

Although feedback was highly favorable, partners identified several growth opportunities. Students requested more consistent and timely feedback on assignments, clearer communication about schedule changes, and additional guidance related to college planning and career pathways. Parents suggested expanding life-skills instruction, including financial literacy, study skills, resume writing, employment preparation, and hands-on career exploration opportunities. Staff members recommended strengthening academic interventions, increasing tutoring availability, expanding specialized programs such as SDC classes, and providing more opportunities for students to explore future careers. During the SSC discussion, participants also identified social-emotional learning and mental health supports as an area for continued improvement, noting that while the school provides a safe and caring environment, some students would benefit from additional counseling services and targeted SEL interventions. Overall, partners believe JCS LIVE is highly successful in supporting student outcomes

and recommend strategic enhancements to academic, career-readiness, and social-emotional supports to further strengthen student success.

#### PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)

Partner feedback regarding school climate and culture was overwhelmingly positive, with students, families, and staff describing JCS LIVE as a welcoming, supportive, and inclusive community. Across surveys and School Site Council discussions, partners consistently highlighted the strong relationships between students, families, and staff, emphasizing that teachers, mentors, and administrators are approachable, responsive, and genuinely invested in student success. Students reported feeling respected, accepted, and comfortable being themselves, noting that teachers provide support when needed and create an environment where all students are treated fairly, regardless of their background. Families praised the school's communication, responsiveness, and willingness to listen to concerns, while staff members highlighted a culture of collaboration, teamwork, recognition, and mutual respect. Participants also identified personalized learning, caring staff, frequent communication, leadership opportunities, and school activities as important contributors to a strong sense of belonging and connection within the school community.

Feedback from the May 2026 School Site Council meeting reinforced these themes. Parents, staff, and students shared that they feel valued, respected, and included because school leaders and teachers are responsive, supportive, and committed to individualized student success. Staff members noted that the school provides a safe environment where questions can be asked without judgment, while parents appreciated the school's flexibility and willingness to partner with families when challenges arise. Partners also recognized the school's efforts to foster community through clubs, peer mentoring, leadership opportunities, and ongoing communication. Discussion participants emphasized that the school's commitment to personalized education and meaningful relationships helps students feel connected both academically and socially.

Although satisfaction levels were very high, partners identified several growth opportunities. Students and families expressed interest in additional field trips, local gatherings, community-building activities, peer interaction opportunities, and more chances for students to connect outside of class. Families also suggested enhanced orientation and information sessions for new parents, expanded communication about available resources and funding opportunities, and continued efforts to strengthen family engagement. During the SSC meeting, participants recommended creating smaller local events, increasing peer review and cohort-based activities, expanding peer mentoring opportunities, and implementing a more structured onboarding process for new students to strengthen community connections. Overall, partners believe JCS LIVE has established a highly positive and inclusive school culture and recommend building upon that foundation through increased engagement opportunities and stronger family-community connections.

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)
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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 LIVE, 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 underrepresented students. While JCS LIVE is an online school, it maintains offices for record keeping and resources; therefore, we will ensure that the facilities are safe for individuals who access our physical offices. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of "Clear" FTE/appropriately assigned teachers as measured by CALSASS	2022/2023 - 100%	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	Maintained
1.2	Percentage of students with access to standards-aligned	2023/2024 - 100%	2024/2025 - 100%	2025/2026 - 100%	2027/2028 - 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials (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%	2027/2028 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Good	N/A - No Facilities	Fall 2025 - N/A	Fall 2026 - Good	N/A
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 22% Full Implementation and Sustainability 17% Full Implementation 61% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2025 0% Full Implementation and Sustainability 100% Full Implementation 0% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2026 0% Full Implementation and Sustainability 52% Full Implementation 48% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2027 >50% Full Implementation	+13% Full Implementation
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 3 (Initial Implementation)	Spring 2025 Professional Learning - Level 4 (Full Implementation)	Spring 2026 - TBD Professional Learning - Level 3 Instructional Materials - Level 3	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning: -1 Level Instructional Materials: -1 Level

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

1.7 - The School operates online; therefore, it does not utilize a physical facility for instruction. The School does share some costs related to a Central Office facility for the JCS-Inc. Network and the School budgets for maintenance and repairs for the Central Office building. In FY25/26, no significant repairs were needed; therefore, actual expenditures were less than projected.

1.9 - The School budgeted for two (2) induction candidates, but there were no staff members who needed to clear their credentials through the induction program in FY25/26; therefore, while the induction program was available and the action was carried out as planned, there were no actual expenses associated with Action 1.9.

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

Based on the available implementation data, metrics, and stakeholder feedback, the LCAP actions associated with Goal 1 were largely effective in maintaining strong conditions of learning and equitable access to educational resources. The school successfully maintained 100% appropriately assigned and credentialed teachers throughout the reporting period, indicating that actions focused on teacher credential monitoring (Actions 1.1 and 1.9) were effective in ensuring students had access to highly qualified staff. Additionally, the school sustained 100% student access to standards-aligned instructional materials and 100% access to designated ELD materials for English Learners, demonstrating the success of investments in curriculum, instructional resources, and technology supports (Actions 1.2, 1.4, 1.5, and 1.6). Access to programs and services for all students, including students with disabilities and unduplicated pupils, also remained at 100%, suggesting that targeted supports and equitable resource allocation were successfully implemented.

Evidence from the Local Indicator Priority 2 Self-Reflection Tool further demonstrates progress in implementation. The school improved from 17% Full Implementation in Spring 2024 to 52% Full Implementation in Spring 2026, exceeding its baseline and showing continued advancement toward full implementation of state standards. However, results also indicate some areas of inconsistency. Ratings for English Learner supports declined from Level 4 (Full Implementation) in Spring 2025 to Level 3 in Spring 2026 for professional learning, instructional materials, and staff support/feedback, suggesting that additional attention may be needed to strengthen and sustain ELD-related implementation efforts despite continued access to materials.

Educational Partner feedback from the School Site Council supported the effectiveness of Goal 1 actions. Students and parents reported positive experiences with teacher support, staff communication, technology access, and instructional resources. SSC participants specifically noted that staff are highly qualified, responsive, and committed to student success, while technology and technical support systems were viewed as effective and sufficient for student needs. Additional evidence of implementation includes the school's continued expansion of live classes, hiring of academic support personnel such as a math tutor and special education teacher, use of school-developed curriculum, and ongoing investments in technology and instructional programs.

Overall, the actions aligned to Goal 1 were effective in maintaining equitable conditions of learning by ensuring access to qualified staff, standards-aligned curriculum, instructional materials, technology, and student supports. While most metrics were maintained at 100% and implementation levels improved over baseline, the decline in ELD implementation ratings suggests an area for continued focus and improvement. Nevertheless, the overall evidence indicates that the actions substantially contributed to achieving the goal of providing equitable learning conditions for all students.

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

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

1.5 - The School is planning to purchase new and updated student devices in FY26/27; therefore, projected expenditures for this action have been increased.

1.7 - Aligned to actual expenditures in FY25/26, the School will decrease projected expenditures for this action in FY26/27.

1.9 - The school does not expect to have any Induction candidates this year, but will budget for one (1), lowering the projected expenditures for this action, just in case a new teacher who needs to clear his/her credential is hired on 26/27.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No
1.2	TK-8 Standards-aligned Curriculum & Materials	Ensure all TK-8 students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards-aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	\$100,000.00	Yes
1.3	Physical Education	Provide P.E. coordinator, curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$80,000.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	\$2,000.00	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.	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$40,000.00	No
<b>1.7</b>	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.	\$500.00	No
<b>1.8</b>	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.)	\$5,000.00	Yes
<b>1.9</b>	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	\$5,000.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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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 stakeholder 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. While impressive growth in ELA academic achievement has been demonstrated throughout the last LCAP cycle (2020-2023), as evidenced through CAASPP/CAST data, math performance has declined, and all students must continue increasing communication and critical thinking skills. This is especially important for Students with disabilities and unduplicated students who have lower performance levels on the CA School Dashboard. Additionally, secondary students need increased opportunities to be prepared for life after graduation and considered College and Career Ready, including A-G course access, dual enrollment, and career-technical education (CTE) opportunities. Through a lens of equity, the school will focus on the needs of ALL students, ensuring significant subgroups and unduplicated groups have comparable student outcomes. This includes the school's ability to support English Learners on their path to becoming fluent in English. We will monitor growth and make instructional decisions to impact achievement in differentiated areas of need throughout the school year using the NWEA MAP assessment. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard)	Spring 2023 All: +17 (Green) SED: +17.4 (Blue) SwD: -42.8 (Yellow) Hispanic: +21.3 (Blue)	Spring 2024 All: +14.7 (Green) SED: +1.9 (Yellow) SwD: -38.2 Hispanic: -1.1 (Yellow)	Spring 2025 All: 5.4 points above (Yellow) SED: 9.4 points above (Green) SwD: 47.1 points below	Spring 2026 All: > +17 (Green or Blue) SED: > +17 (Green or Blue) SwD: > -5 (Green) Hispanic: > +21 (Green or Blue)	All: -11.6 SED: -8 SwD: -4.3 Hispanic: -20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 1.3 points below (Yellow)		
2.2	CAASPP Math DFS (CA Dashboard)	Spring 2023 All: -36.1 (Orange) SED: -62.2 (Orange) SwD: -91.3 (Orange) Hispanic: -35.7 (Yellow)	Spring 2024 All: -17.5 (Green) SED: -29.6 (Yellow) SwD: -76.4 (Yellow) Hispanic: -31.6 (Yellow)	Spring 2025 All: 19.5 points below (Yellow) SED: 21.4 points below (Green) SwD: 84.1 points below (Yellow) Hispanic: 28 points below (Yellow)	Spring 2026 All: > -25 (Green) SED: > -53 (Yellow) SwD: > -82 (Yellow) Hispanic: > -25 (Green)	All: +16.6 SED: +40.8 SwD: +7.2 Hispanic: +7.7
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: 72%	Spring 2024 All: 72%	Spring 2025 All: 63%	Spring 2026 All: > 65%	All: 9%
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: 22%	Spring 2024 All: 44%	Spring 2025 All: 33%	Spring 2026 All: > 40%	All: +11%
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test	Fall 2023 Achievement: 66th Spring 2024 Achievement: 64th Fall 23-Spring 24 Growth: 54th	Fall 2024 Achievement: 62nd Spring 2025 Achievement: 69th Fall 24 - Spring 25 Growth: 51st	Fall 2025 Achievement: 74th Spring 2026 Achievement: 77th Fall 25 - Spring 26 Growth: 66th	Spring 2024 Achievement: >50th Fall 23-Spring 24 Growth: >50th	Fall Ach: +8 Spring Ach: +13 Growth: +12
2.6	Average achievement & growth percentile on the NWEA MAP Math Test	Fall 2023 Achievement: 54th Spring 2024 Achievement: 75th	Fall 2024 Achievement: 52nd Spring 2025 Achievement: 61st	Fall 2025 Achievement: 67th Spring 2026 Achievement: 71st	Spring 2024 Achievement: >50th Fall 23-Spring 24 Growth: >50th	Fall Ach: +13 Spring Ach: -4 Growth: -19

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 23-Spring 24 Growth: 81st	Fall 24 - Spring 25 Growth: 66th	Fall 25 - Spring 26 Growth: 62nd		
2.7	% of SST students meeting CAASPP growth goal (21+ points)	Spring 2023 - Spring 2024 ELA: 33% Math: 75%	Spring 2024 - Spring 2025 ELA: 0% Math: 100%	Spring 2025 - Spring 2026 ELA: 69% Math: 71%	Spring 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: +36% Math: -4%
2.8	% of SST student meeting NWEA MAP growth goal	Fall 2023 - Spring 2024 Reading: 40% Math: 75%	Spring 2024 - Spring 2025 ELA: 25% Math: 40%	Spring 2025 - Spring 2026 ELA: 77% Math: 70%	Fall 2026 - Spring 2027 Reading: >60% Math: >60%	ELA: +37% Math: -5%
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline to be determined in Year 1	2024/2025 ELA: 50% Math: 60%	Spring 2025 - Spring 2026 ELA: 11% Math: 4%	2026/2027 ELA: >50% Math: >50%	ELA: -39% Math: -56%
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 40% SED: 33% SwD: 15% Hispanic: 30 %	Spring 2024 All: 45% (-3.1 DFS) SED: 32% (-5.7 DFS) SwD: 21% (-10.6 DFS) Hispanic: 52% (-4.3 DFS)	Spring 2025 All: 48% (Green, 62 Points) SED: 36% (58 Points) SwD: -- Hispanic: 42% (61 Points) White: 56% (62 Points)	Spring 2026 All: > 45% SED: > 40% SwD: > 20% Hispanic: > 40%	All: +8% SED: +3% SwD: -- Hispanic: +12%
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 0%	Fall 2024 EL: 10%	Fall 2025 EL: 0%	Fall 2026: EL: > 20%	EL: Maintained
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: 33%	Spring 2025 EL: 12.5%	Spring 2026 EL: > 75%	EL: +12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	% of College and Career Ready graduating students (SIS)	Spring 2024 All: 21%	Spring 2025 All: 55%	Spring 2026 All: 35%	Spring 2027 All: > 40%	All: +14%
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2024 All: 11%	Spring 2025 All: 31%	Spring 2026 All: 18%	Spring 2027 All: > 30%	All: +6%
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
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 21%  20/21 Cohort: 29% 21/22 Cohort: 32% 22/23 Cohort: 14% 23/24 Cohort: 6%	Spring 2025 Overall: 19%  21/22 Cohort: 45% 22/23 Cohort: 8% 23/24 Cohort: 11% 24/25 Cohort: 4%	Spring 2026 All: 16%  22/23 Cohort: 18% 23/24 Cohort: 14% 24/25 Cohort: 24% 25/26 Cohort: 7%	Spring 2027 Overall: 40%	Overall: -5%
2.19	% of students who have completed 2 or more college credit courses in high school (SIS)	Spring 2024 Overall: 13%  20/21 Cohort: 14%	Spring 2025 Overall: 13%  21/22 Cohort: 35%	Spring 2026 All: 8%  22/23 Cohort: 12%	Spring 2027 Overall: 30%	Overall: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21/22 Cohort: 14% 22/23 Cohort: 14% 23/24 Cohort: 6%	22/23 Cohort: 4% 23/24 Cohort: 5% 24/25 Cohort: 0%	23/24 Cohort: 5% 24/25 Cohort: 15% 25/26 Cohort: 0%		

## Goal Analysis [2025-26]

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

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

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there are 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.

2.1 - The School increased collaborative PLC work with staff to 60 minutes weekly, and this doubled the time value of actual expenditures related to this action.

2.3 - The School was able to dedicate a full staff member's FTE to this action in the role of Intervention Coordinator; therefore, actual expenditures increased.

2.10 - The School shares a High School counsellor with some of its smaller "sister" schools in the JCS-Inc. network and the school split the cost of the High School Counsellor by High School enrollment numbers. One of the sister schools is closing its High School Academy program and projecting smaller High School enrollment in FY26/27. As a result, the School projects it will pay a high percentage of the shared cost for the Counsellor and projected expenditures for this action have been increased.

2.11 - There was an excess of material inventory for this action; therefore, there were fewer actual expenses in FY25/26.

2.12 - The School assembled a dedicated team of high school teachers to fulfill this action; therefore, actual expenditures increased.

2.13 - The School assembled a dedicated team of high school teachers to fulfill this action; therefore, actual expenditures increased.

2.16 - Increased High School enrollment resulted in increased expenses for this action, which is fulfilled via student subscription.

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

The LCAP actions associated with Goal 2 were partially effective in advancing student academic achievement and postsecondary readiness, with evidence of meaningful gains in several areas of academic performance, intervention effectiveness, and college and career preparation, while also highlighting ongoing challenges for some student groups and outcome measures. Investments in professional development, benchmark assessments, Tier II intervention supports, tutoring, English Learner services, counseling, and college and career readiness programs (Actions 2.1–2.16) contributed to positive growth in student achievement. NWEA MAP results showed substantial improvements in reading achievement and growth, with achievement increasing from the 66th percentile to the 77th percentile and growth increasing from the 54th percentile to the 66th percentile. Math achievement also improved overall, with students maintaining performance above the 50th percentile target. Additionally, CAASPP Math performance improved significantly from baseline for all students and student groups, while

science achievement increased across most student groups and exceeded established targets. Intervention systems also demonstrated success, with substantial increases in the percentage of SST students meeting both CAASPP and MAP growth goals in ELA, reflecting the positive impact of targeted supports, tutoring, and MTSS processes.

The actions were also effective in strengthening college and career readiness opportunities. The percentage of students identified as college and career-ready increased from 21% to 35%, and the percentage of graduates meeting A-G requirements improved from 11% to 18%, reflecting progress attributable to counseling services, Bound for Blue outreach, A-G course development, college credit opportunities, CTE access, and career exploration programs. Stakeholder feedback from the School Site Council reinforced these outcomes, highlighting strong individualized support, internships, project-based learning opportunities, concurrent enrollment options, college and career fairs, career-life skills instruction, and personalized guidance from counselors and staff. Students and parents consistently reported that teachers and staff provide meaningful feedback, respond quickly to academic and social-emotional needs, and actively support students in pursuing postsecondary goals. The school was also recognized as a high-performing charter school, outperforming state averages for both all students and key student groups, suggesting that the overall instructional program is producing strong outcomes.

Despite these successes, several indicators suggest that progress toward Goal 2 was not uniformly strong across all metrics. CAASPP ELA performance declined from baseline for all students and several student groups, and EAP readiness rates in both ELA and mathematics fell below prior-year levels. English Learner outcomes showed mixed results, with reclassification rates remaining at 0% in 2025 and ELPI growth remaining well below long-term targets. Postsecondary metrics also revealed areas of concern, including declines in the percentage of students completing college credit courses, limited growth in Career Technical Education pathway completion, and no measurable increase in AP exam participation or success. Additionally, educational partners identified a continued need for expanded social-emotional learning and mental health supports to ensure students are fully prepared to engage in learning and achieve academic success.

Overall, the evidence indicates that Goal 2 actions were effective in improving instructional quality, accelerating academic growth, expanding intervention supports, and increasing college and career readiness opportunities for many students. However, inconsistent performance across student groups, declines in some achievement indicators, limited progress in English Learner outcomes, and stagnant CTE and college credit metrics demonstrate that additional refinement and continued investment will be necessary to fully realize the goal of ensuring all students reach their academic potential and are well prepared for postsecondary success.

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

- 2.1 - The School will maintain collaborative PLC work with staff for 60 minutes weekly; therefore, projected expenditures for this action are being increased in 26/27.
- 2.2 - The School is exploring the possibility of adding a math screener assessment, which will increase expenditures for this action in 26/27.
- 2.3 - The School will continue to support an Intervention Coordinator (100% FTE) and may add a formal intervention program (possibly Amplify), which will increase expenditures for this action in 26/27.
- 2.11 - The School is reducing projected expenditures for this action, aligned to actual expenditures in FY25/26.
- 2.12 - The School will continue to support a dedicated team of high school teachers to fulfill this action; therefore, FY26/27 projected expenditures have been increased.

2.13 - The School will continue to support a dedicated team of high school teachers to fulfill this action; therefore, FY26/27 projected expenditures have been increased.

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.	\$50,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$3,500.00	Yes
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	\$125,000.00	Yes
2.4	ELA and Math Tutoring	Provide paraprofessionals and educational enrichment partners for math and ELA tutoring support.	\$30,000.00	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	\$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accountability to time-sensitive deadlines related to student growth achievement and measurement.		
<b>2.6</b>	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No
<b>2.7</b>	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	\$500.00	No
<b>2.8</b>	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
<b>2.9</b>	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.	\$2,100.00	Yes
<b>2.10</b>	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.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.11</b>	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.	\$700.00	No
<b>2.12</b>	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.	\$50,000.00	Yes
<b>2.13</b>	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.	\$12,000.00	No
<b>2.14</b>	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	\$2,000.00	Yes
<b>2.15</b>	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.	\$2,000.00	Yes
<b>2.16</b>	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.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.17</b>	WASC Accreditation & Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,300.00	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. Post COVID, the Chronic Absenteeism rate has been on the rise, and JCS-LIVE has worked hard to increase student engagement and decrease chronic absenteeism. Unfortunately, a significant equity gap still exists for our socioeconomically disadvantaged students, and they were placed in the “red” performance level for status and change on the 2023 CA Schools Dashboard, requiring a specific action/service for improvement. According to the 2023 CA Schools Dashboard, 22.2% of SED students are chronically absent, which is a 5.6% increase from 2022. Additionally, an analysis of the 23/24 Holistic Student Assessment (HSA) results shows that the % of students placed in Tier 3 (most significant SEL needs) has decreased from 22% in 2022 to 18% in 2023. Further analysis of HSA revealed that socioeconomically disadvantaged students (SED) need the most significant SEL support. SED students have the lowest percentage of Tier 1 students (29.4%) with the lowest number of average strengths and the highest number of average challenges, which we will address with a Student Engagement Paraprofessional. We will also address the SEL needs of all our students with the Leader in Me leadership program. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, and interest-based electives. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since only 77% of parents responded that they believe the school includes them in decision-making. 2% did not think the school included them in decision-making, and 21% were unsure.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Tier I & II students (combined) on HSA	Fall 2023 All: 82.5% SED: 76.5% SwD: 75.5% Hispanic: 76.6%	Fall 2024 All: 79.4% SED: 92.9% SwD: 81% Hispanic: 79.4%	Fall 2025 All: 81.4%	Fall 2026 All: >85% SED: >75% SwD: >75% Hispanic: >80%	All: -0.9%
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 97%	Spring 2026: 98%	Spring 2027: > 97%	P2 ADA: -2%
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 12.1% (Yellow) SED: 22.2% (Red) SwD: 7.1% (Green) Hispanic: 13.2% (Yellow)	2023/2024 All: 8.5% (Green) SED: 14.6% (Yellow) SwD: 6.7% Hispanic: 8.5% (Green)	2024/2025 All: 7.9% (Green) SED: 9.8% (Green) SwD: 10.3% Hispanic: 5.3% (Green) White: 9.8% (Yellow) 2+Races: 14.3%	2025/2026 All: < 10.0% (Green or Blue) SED: < 20.0% (Yellow) SwD: < 5.6% (Green or Blue) Hispanic: < 10.0% (Green or Blue)	All: -4.2% SED: -12.4% SwD: +3.2% Hispanic: -7.9%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 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 - Maintain Baseline All: < 2% (Green or Blue) SED: < 2% (Green or Blue) SwD: < 2% (Green or Blue) Hispanic: < 2% (Green or Blue)	All: Maintained SED: Maintained SwD: Maintained Hispanic: Maintained
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 - Maintain Baseline 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 - Maintain Baseline All: 0%	All: Maintained
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 12.5%	2024/2025 All: 3.4%	2025/2026 All: < 5%	All: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	High School Graduation Rate (SIS)	2022/2023 All: 92%	2023/2024 All: 82.5%	2024/2025 All: 93.3%	2025/2026 All: 90%	All: +1.3%
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 197 students	2024/2025 All: 212	2025/2026 All: 228	2026/2027 All: 220 students	All: +31 students
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 80%	Spring 2024 - Fall 2024 All: 79%	Spring 2025 - Fall 2025 All: 78%	Spring 2023 - Fall 2023 All: 85%	All: -2%
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 3.8 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4.2 out of 5	Spring 2026 (1-5 Rating Scale for Parent Engagement) All: 3.9 out of 5	Spring 2027 All: > 4 out of 5	All: +0.1

## 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 are 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.

3.4 - Increased enrollment resulted in increased expenses for this action, which is fulfilled via student subscription.

3.5 - Staffing to support this action was increased, allowing for a part-time Digital Photography instructor and a part-time VAPA Coordinator; therefore, actual expenditures increased.

3.17 - A full staff member was dedicated to this action, in support of English Learner engagement; therefore, actual expenditures increased.

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

The LCAP actions associated with Goal 3 were largely effective in fostering a welcoming, inclusive, and supportive school environment for students, families, staff, and educational partners. Investments in leadership development, social-emotional learning supports, family engagement, student recognition, attendance interventions, and community-building activities (Actions 3.1–3.17) contributed to positive school climate outcomes and strong stakeholder perceptions of belonging and support. Survey and School Site Council feedback consistently reflected that students, parents, and staff feel valued, respected, and included within the JCS LIVE community. Parents described the school as responsive and supportive when concerns arise, while staff highlighted a culture where questions, collaboration, and

seeking support are encouraged without judgment. Students and families also emphasized the school's commitment to personalized education and strong relationships, which help create a safe and welcoming learning environment.

The effectiveness of these actions is also reflected in several positive outcome measures. Chronic absenteeism rates improved substantially from baseline, declining from 12.1% to 7.9% overall, with notable improvements among socioeconomically disadvantaged and Hispanic students. Suspension, expulsion, and middle school dropout rates remained at 0%, demonstrating the success of proactive engagement, SEL supports, and positive school climate initiatives. High school graduation rates exceeded the baseline and target at 93.3%, while enrollment increased significantly from 197 students to 228 students, suggesting that students and families view the school as a desirable and supportive educational option. Parent engagement ratings also improved slightly above baseline, indicating continued success in maintaining family involvement and communication.

Educational Partner feedback further supports the effectiveness of Goal 3 actions. During the School Site Council review of Goal 3, participants identified strengths such as strong relationships between staff and students, open communication, personalized support, daily leadership communication, and a culture that encourages students and families to participate in school decision-making. Council members also noted the importance of leadership programs, peer mentoring, clubs, field trips, family events, and community partnerships in helping students develop a sense of belonging. These findings align with the intended outcomes of actions focused on Leader in Me, SEL supports, family engagement, attendance interventions, field trips, student recognition, and leadership development.

While overall progress toward Goal 3 was strong, the data also reveal areas for continued improvement. The percentage of students identified in Tier I and Tier II on the Holistic Student Assessment remained slightly below baseline, indicating ongoing social-emotional support needs. Student retention declined modestly from 80% to 78%, and high school dropout rates, while reduced from the previous year, remained above the baseline of 0%. Stakeholders also identified challenges related to student participation in community activities, field trips, peer interactions, and family engagement opportunities, particularly within the virtual school environment. As a result, the SSC recommended expanding local events, peer mentoring opportunities, onboarding supports for new students, and intentional efforts to strengthen social connections and community engagement.

Overall, the evidence indicates that Goal 3 actions were effective in creating a positive, inclusive, and relationship-centered school culture characterized by strong stakeholder satisfaction, low disciplinary rates, improved attendance outcomes, high graduation rates, and increased enrollment. Although continued attention is needed to strengthen student retention, social-emotional supports, and community participation, the actions implemented under Goal 3 have made meaningful progress toward ensuring that all students, families, staff, and educational partners feel welcomed, supported, and connected to the school community.

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

3.1 - As the School is further along in the LiM implementation progress, fewer material expenses with consultants are needed in FY26/27; therefore, projected expenditures for this action have been decreased.

3.2 - The School has received CHYBI (other state) funding to support SEL services; therefore, the school plans to add part-time personnel to provide SEL support services to students. This will increase projected expenditures for HSA and SEL Support Services.

3.4 - The School is increasing projected expenditures for this action, aligned to actual expenditures in FY25/26, due to increased enrollment.

3.5 - The School will continue to support a part-time Digital Photography instructor and a part-time VAPA Coordinator; therefore, projected expenditures for this action have been increased (aligned to FY25/26 actuals).

3.14 - The School plans to address Retention more proactively by conducting entrance orientations to determine if the school is a good fit for new students before enrollment. This will increase expenditures for this action because of the time value for staff to design the entrance orientation process and conduct the orientation/interviews.

3.17 - The School will continue to dedicate a full staff member to this action, in support of English Learner engagement; therefore, FY26/27 projected expenditures have been increased.

**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.	\$10,000.00	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.	\$25,000.00	Yes
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.	\$35,000.00	Yes
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.	\$3,000.00	Yes
3.5	Arts & Music	Increase Arts and Music Programing for all students.	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	FHY Liaison	Provide Foster/Homeless Youth Liaison who will complete a needs assessment of services, identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP), Communicate resources and educational opportunities to families as available, and provide resources/training to all staff as needed.	\$10,000.00	Yes
<b>3.7</b>	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 support/services as needed.	\$5,000.00	Yes
<b>3.8</b>	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
<b>3.9</b>	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.	\$8,000.00	No
<b>3.10</b>	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	\$2,000.00	No
<b>3.11</b>	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.	\$6,000.00	No
<b>3.12</b>	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site	\$3,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>3.13</b>	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$15,000.00	No
<b>3.14</b>	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.	\$30,000.00	No
<b>3.15</b>	PD - Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	\$2,000.00	No
<b>3.16</b>	Student Engagement Paraprofessional for SED students	Providing a paraprofessional to support the engagement of SED students by providing academic support, building positive relationships, tracking work completion and attendance, and communicating concerns. (Note: Action taken to improve the chronic absenteeism rate for SED students, due to red indicator on the 2023 CA School Dashboard.)	\$5,000.00	Yes
<b>3.17</b>	EL Parent Engagement	Allocate a staff member to support ELs, increase parent engagement, and provide additional support for Home Study.	\$85,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$239,928	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.458%	0.000%	\$0.00	8.458%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> TK-8 Standards-aligned Curriculum &amp; Materials</p> <p><b>Need:</b> An analysis of the CA Dashboard equity report highlighted lower performance levels for socio-economically disadvantaged SED students on the Math indicators. SwD also have significant equity gaps in ELA and Math. Staff feedback indicates that students need more supportive</p>	Based on this data and 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 conducive to a virtual environment. Our instructional staff understands the challenges our students are facing; therefore, they are in the best position to develop curriculum maps and pacing guides conducive and supportive to our student	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and rigorous instructional materials to improve academically and meet/exceeded standards in core content areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and parent population. Although the updated curriculum will be available to all students, achievement levels will increase for our SED students by providing better access and consistency in our curriculum and resources, and removing barriers, like assumptions about the materials and resources found in the home.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p><b>1.5</b></p>	<p><b>Action:</b> Technology, Internet, and Instructional Materials</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g., tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect that increasing our technology will lead to growth in achievement, student engagement, increased English proficiency, and more favorable post-secondary outcomes for SED, FHY, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>1.2</p>
<p><b>1.8</b></p>	<p><b>Action:</b> Programs &amp; Services</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities,</p>	<p>1.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p><b>Scope:</b> LEA-wide</p>	<p>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-level CCSS curriculum, our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.1	<p><b>Action:</b> PD - Tier I Practices for Academic Outcomes</p> <p><b>Need:</b> After reviewing our CAASPP data we found that low-income students achieve far below all students in Math and Science.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Based on this, we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we will increase math and Science performance for our low-income students and close the performance gap.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.2	<p><b>Action:</b> Benchmark Assessments</p> <p><b>Need:</b> After reviewing our CAASPP data we found that our low-income students and students with disabilities achieve far below all students.</p>	<p>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 low-</p>	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>income students and close the gap in performance through intervention. We expect that by assessing students 3 times a year, we will continue to refine our identification, monitoring, and intervention for low-income students and see greater growth for them in ELA and Math.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p><b>2.3</b></p>	<p><b>Action:</b> Tier II Instructional Support in ELA &amp; Math</p> <p><b>Need:</b> After reviewing our CAASPP data we found that our low-income, FHY, and EL students achieve far below all students in Math and Science achievement. Although they performed well in ELA, we can continue to support ELA instruction, with an emphasis on non-fiction texts, to address Science achievement. On parent and staff feedback surveys, we learned that many of our SED, EL, and FHY families have limited resources and parent-teachers are balancing work and virtual school in the home. There were multiple requests for more academic support in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs.</p> <p>Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our low-income, EL, and FHY students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.1-2.9</p>
<p><b>2.4</b></p>	<p><b>Action:</b> ELA and Math Tutoring</p>	<p>By providing increased access to ELA and Math tutoring to SED, FHY, and ELs, they will get the</p>	<p>2.1-2.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> SED students achieved below our overall student population on the 2023 CAASPP in Math and Science with significant equity gaps. Our EL reclassification rate is also low. On parent and staff feedback surveys, we learned that many of our SED, EL, and FHY families have limited resources and parent-teachers are balancing work and virtual school in the home. There were multiple requests for more tutoring support in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>support needed to achieve at higher levels and close the equity gaps.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.5	<p><b>Action:</b> Beyond SST</p> <p><b>Need:</b> After reviewing our CAASPP data we found that our low-income students achieve far below all students in Math and Science achievement. Although they performed well in ELA, we can continue to support ELA instruction, with an emphasis on non-fiction texts, to address Science achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. Our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.9
2.9	<p><b>Action:</b> ParsecGo</p> <p><b>Need:</b></p>	<p>With this data, we will increase achievement and outcomes for our low income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection</p>	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
	<p>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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p><b>2.12</b></p>	<p><b>Action:</b> A-G Courses: Current, Culturally Relevant Curriculum</p> <p><b>Need:</b> National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 low-income students will perform better academically and on college/career readiness indicators.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.12, 2.13, 2.15</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.14</b></p>	<p><b>Action:</b> College Course Credit Access</p> <p><b>Need:</b> 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 &amp; career readiness expectations and raise the bar for high academic standards in feedback surveys and campaigns.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Best practice shows that students who take College Credit Courses in high school, with support from staff, are more likely to attend college beyond high school. While all of our high school students benefit from access to College Credit Courses, we believe our low-income students will improve their post-secondary school outcomes. We expect that by educating parents and students about the benefits of College Credit Courses, paying for their materials, and supporting them through the process of registration and completion of courses, our low-income students will take College Credit Courses at a higher rate, which will improve their post-secondary outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.13, 2.18, 2.19</p>
<p><b>2.15</b></p>	<p><b>Action:</b> CTE Access</p> <p><b>Need:</b> Survey results and direct feedback conversations with students, staff, and parents revealed a strong desire for more career and technical education offerings for all students, specifically unduplicated students and students with disabilities. Additionally, the school is currently low performing on the Career and College Indicator on the CA Dashboard; therefore, expanding access for</p>	<p>Providing CTE courses and pathways will fulfill partner requests for more "life skills' and vocational/technical education training. It will also provide all students, specifically unduplicated students and students with disabilities, with more opportunities to be considered College and Career Ready and, ultimately, increase post-secondary student outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.13, 2.15, 2.16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students to become College and Career Ready is necessary for all students.</p> <p><b>Scope:</b> LEA-wide</p>		
2.16	<p><b>Action:</b> CCGI</p> <p><b>Need:</b> Parent and staff feedback expressed the need for students to be able to explore and understand post-secondary opportunities aligned to their personalized interests and skills, especially SwD and SED. Requests for aptitude tests and teaching learning around resume building, the job application process, and professional interviews were also made via survey and the two-minute conversation campaign.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By utilizing CCGI, our SwD and SED will become more engaged in school and inspired to be college and career-ready through the understanding of how it aligns to their future aspirations. While this action is focused on SwD and SED, it will be available for all students as a tool to promote College and Career Readiness. Within the program, students will be able to take aptitude tests, explore various college and career options, and learn how to build resumes, apply for jobs/programs, and participate in successful interview processes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.13
3.2	<p><b>Action:</b> HSA &amp; SEL Support Services</p> <p><b>Need:</b> From the results of the HSA, it is clear that socioeconomically disadvantaged students (SED) need the most significant SEL support. SED students have the lowest percentage of Tier 1 students, with the lowest number of average strengths and the highest number of average challenges.</p>	<p>With this action, we will measure the SEL wellness of SED students, analyze the data to determine specific areas of need, and address those needs with SEL lessons and counselling services, as needed. As a result of this action, we will improve SEL outcomes for SED students. These services will also be available to all students in need of SEL support.</p>	3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> PD - SEL &amp; Engagement</p> <p><b>Need:</b> From the results of the HSA, it is clear that Socioeconomically disadvantaged students (SED) need the most significant SEL support. SED students have the lowest percentage of Tier 1 students (29.4%) with the lowest number of average strengths and the highest number of average challenges.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Increasing the capacity of the staff to support students' SEL needs in positive and restorative ways will improve school culture and climate. As a result, we will improve SEL outcomes for SED students and all our students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.1</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Online Safety: Securly</p> <p><b>Need:</b> From the results of the HSA, it is clear that Socioeconomically disadvantaged students (SED) need the most significant SEL support. SED students have the lowest percentage of Tier 1 students (29.4%) with the lowest number of average strengths and the highest number of average challenges.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Securly will help us monitor the online activity of SED students and screen for potentially dangerous or harmful interactions and searches. Staff will be alerted when students try to access disturbing content so they can communicate with students, parents, and other support personnel, as needed. This action is intended to help us identify the SEL needs of SED and all students so we can address them and, ultimately, improve student engagement outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>3.7</b></p>	<p><b>Action:</b> Student Engagement: Absenteeism &amp; Attendance</p> <p><b>Need:</b> Our SED students were placed in the “red” or lowest performance category, requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 22.2% of SED are chronically absent which is 5.6% increase from 2022.</p> <p><b>Scope:</b> LEA-wide</p>	<p>As an independent study charter school, JCS-LIVE claims attendance based on work completion and not on physical presence on a school campus; therefore, addressing Chronic Absenteeism equity gaps requires the school to consider means for supporting work completion when students are being homeschooled. Through the tiered re-engagement process, assessment of reasons for Chronic Absenteeism, and the provision of additional and appropriate resources that remove barriers, the chronic absenteeism rates for all our students, and especially our SED students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.2, 3.3</p>
<p><b>3.12</b></p>	<p><b>Action:</b> Parent Engagement &amp; Communication</p> <p><b>Need:</b> On a parent survey given in Spring 2024, we received 43 responses, representing approximately 22% of our parent population. Of those responses, 3 were parents of SwD, 1 was a parent of SED students, and 1 was a parent of an English Learner. The participation rate for underrepresented and unduplicated pupils is very low and we struggle to secure parent representation on our School Site Council from our student subgroups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Increasing efforts to communicate regularly with parents, through varied channels (email, text, phone call, in-person), and with language translation tools, will improve parent engagement for SwD and unduplicated pupils. We will focus on asking for their opinions and feedback, listening, and following up with feedback about how their voices are valued and used to inform school decision-making. While the time and tools to facilitate this increase in parent engagement are focused on SwD and unduplicated students, we will act for all students. Through this action, we will better inform our school decision-making processes with more consideration for the needs of SwD, SED, ELs, and FHY and increase parent engagement.</p>	<p>3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	
<b>3.16</b>	<p><b>Action:</b> Student Engagement Paraprofessional for SED students</p> <p><b>Need:</b> Our SED students were placed in the “red” or lowest performance category, requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 22.2% of SED are chronically absent which is 5.6% increase from 2022.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing a paraprofessional to support the engagement of SED students by providing academic support, building positive relationships, tracking work completion and attendance, and communicating concerns, we will decrease the Chronic Absenteeism rate for SED and increase student engagement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.3

### **Limited Actions**

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>languages. Among ELs enrolled with the LEA, the percent of LTELs is significant. On the spring 2022 Summative ELPAC, 0% of EL students grew by at least one ELPI level.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>evaluate the effectiveness of our program. EL Teacher(s) will support EL students by delivering twice weekly online designated instruction focused on listening and speaking, and offering increased support and communication about academic progress to home study families. With this action, we will increase the level of support and structure within our EL program, resulting in more students demonstrating growth on the Summative ELPAC.</p>	
<p><b>3.6</b></p>	<p><b>Action:</b> FHY Liaison</p> <p><b>Need:</b> Our FHY face unique challenges and need increased support to achieve equitable student outcomes.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we will increase and improve services. The development of an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year, while allowing us to further identify the needs of FHY students and provide them.</p>	<p>3.1-3.8</p>
<p><b>3.17</b></p>	<p><b>Action:</b> EL Parent Engagement</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we will increase EL parent engagement, which will help to inform our EL program through feedback and improve ELPAC scores through targeted support.</p>	<p>3.11</p>

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	2,836,751	239,928	8.458%	0.000%	8.458%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$828,500.00	\$81,500.00	\$0.00	\$45,000.00	\$955,000.00	\$687,000.00	\$268,000.00

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
1	1.1	Highly Qualified Teachers	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$50,000.00	\$100,000.00				\$100,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
1	1.4	ELD Curriculum and Materials	All	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
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	\$40,000.00	\$30,000.00			\$10,000.00	\$40,000.00	
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	\$500.00	\$500.00				\$500.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,500.00	\$3,000.00	\$500.00			\$3,500.00	
2	2.3	Tier II Instructional Support in ELA & Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$125,000.00	\$0.00	\$101,000.00	\$24,000.00			\$125,000.00	

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$10,000.00	\$30,000.00				\$30,000.00	
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
2	2.6	Collaboration with SELPA	Students with Disabilities	No			All Schools	Ongoing	\$2,500.00	\$0.00		\$2,500.00			\$2,500.00	
2	2.7	SwD Professional Development	Students with Disabilities	No			All Schools	Ongoing	\$500.00	\$0.00		\$500.00			\$500.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$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	\$2,100.00	\$2,100.00				\$2,100.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	\$0.00	\$700.00	\$700.00				\$700.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,000.00	\$45,000.00	\$50,000.00				\$50,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
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	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.16	CCGI	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.17	WASC Accreditation & Membership	All	No			All Schools	Ongoing	\$0.00	\$1,300.00	\$1,300.00				\$1,300.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.2	HSA & SEL Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$22,000.00	\$3,000.00	\$3,000.00	\$22,000.00			\$25,000.00	

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	3.3	PD - SEL & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
3	3.4	Online Safety: Securly	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.5	Arts & Music	All	No			All Schools	Ongoing	\$60,000.00	\$0.00	\$28,000.00	\$32,000.00			\$60,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
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	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
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	\$3,600.00	\$3,600.00				\$3,600.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
3	3.15	PD - Leadership	All	No			All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.16	Student Engagement Paraprofessional for SED students	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$85,000.00	\$0.00	\$55,000.00			\$30,000.00	\$85,000.00	

# 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
2,836,751	239,928	8.458%	0.000%	8.458%	\$526,000.00	0.000%	18.542 %	<b>Total:</b>	\$526,000.00
								<b>LEA-wide Total:</b>	\$431,000.00
								<b>Limited Total:</b>	\$95,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,000.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
2	2.9	ParsecGo	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,100.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$50,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.16	CCGI	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
3	3.2	HSA & SEL Support Services	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
3	3.3	PD - SEL & Engagement	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
3	3.4	Online Safety: Securly	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600.00	
3	3.16	Student Engagement Paraprofessional for SED students	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$55,000.00	

# 2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$691,100.00	\$823,100.00

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
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	\$100,000.00	100,000
1	1.3	Physical Education	No	\$80,000.00	80,000
1	1.4	ELD Curriculum and Materials	Yes	\$2,000.00	2,000
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$15,000.00	15,000
1	1.6	Technology Support	No	\$40,000.00	40,000
1	1.7	Physical Safety	No	\$3,000.00	500
1	1.8	Programs & Services	Yes	\$5,000.00	5,000
1	1.9	Professional Development - Induction	No	\$10,000.00	0
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$10,000.00	20,000
2	2.2	Benchmark Assessments	Yes	\$2,800.00	2,800

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	\$60,000.00	100,000
2	2.4	ELA and Math Tutoring	Yes	\$30,000.00	30,000
2	2.5	Beyond SST	Yes	\$300.00	300
2	2.6	Collaboration with SELPA	No	\$2,500.00	2,500
2	2.7	SwD Professional Development	No	\$500.00	500
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	30,000
2	2.9	ParsecGo	Yes	\$2,100.00	2,100
2	2.10	High School Counselor	No	\$43,000.00	60,000
2	2.11	Bound for Blue	No	\$1,000.00	700
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	50,000
2	2.13	High School Electives	No	\$10,000.00	12,000
2	2.14	College Course Credit Access	Yes	\$2,000.00	2,000
2	2.15	CTE Access	Yes	\$2,000.00	2,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Scoir	Yes	\$1,000.00	1,300
2	2.17	WASC Accreditation & Membership	No	\$1,300.00	1,300
3	3.1	Leader in Me	No	\$15,000.00	15,000
3	3.2	HSA & SEL Support Services	Yes	\$3,000.00	3,000
3	3.3	PD - SEL & Engagement	Yes	\$35,000.00	35,000
3	3.4	Online Safety: Securly	Yes	\$2,500.00	3,000
3	3.5	Arts & Music	No	\$30,000.00	60,000
3	3.6	FHY Liaison	Yes	\$10,000.00	10,000
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	5,000
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	No	\$2,500.00	2,500
3	3.9	Field Trips	No	\$8,000.00	8,000
3	3.10	Family Events	No	\$2,000.00	2,000
3	3.11	Student Recognition and Incentives	No	\$6,000.00	6,000
3	3.12	Parent Engagement & Communication	Yes	\$3,600.00	3,600

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	3.13	Enrollment	No	\$15,000.00	15,000
3	3.14	Retention	No	\$500.00	500
3	3.15	PD - Leadership	No	\$2,000.00	2,000
3	3.16	Student Engagement Paraprofessional for SED students	Yes	\$5,000.00	5,000
3	3.17	EL Parent Engagement	Yes	\$70,000.00	85,000

# 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)
\$219,311	\$378,800.00	\$461,100.00	(\$82,300.00)	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	\$100,000.00	100,000		
1	1.4	ELD Curriculum and Materials	Yes	\$2,000.00	2000		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$5,000.00	5000		
1	1.8	Programs & Services	Yes	\$5,000.00	5000		
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$10,000.00	20,000		
2	2.2	Benchmark Assessments	Yes	\$2,800.00	2,800		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$32,500.00	59,000		
2	2.4	ELA and Math Tutoring	Yes	\$30,000.00	30,000		
2	2.5	Beyond SST	Yes	\$300.00	300		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	30,000		
2	2.9	ParsecGo	Yes	\$2,100.00	2,100		
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	50,000		
2	2.14	College Course Credit Access	Yes	\$2,000.00	2,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	CTE Access	Yes	\$2,000.00	2,000		
2	2.16	Scoir	Yes	\$1,000.00	1,300		
3	3.2	HSA & SEL Support Services	Yes	\$3,000.00	3,000		
3	3.3	PD - SEL & Engagement	Yes	\$35,000.00	35,000		
3	3.4	Online Safety: Securly	Yes	\$2,500.00	3,000		
3	3.6	FHY Liaison	Yes	\$10,000.00	10,000		
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	5,000		
3	3.12	Parent Engagement & Communication	Yes	\$3,600.00	3,600		
3	3.16	Student Engagement Paraprofessional for SED students	Yes	\$5,000.00	5,000		
3	3.17	EL Parent Engagement	Yes	\$70,000.00	85,000		

# 2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,495,571	\$219,311	0%	8.788%	\$461,100.00	0.000%	18.477%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

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

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

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

## **LCFF Carryover Table**

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

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

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

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

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

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