



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Mountain Oaks

CDS Code: 3 768163 0138156

School Year: 2026-27

LEA contact information:

Cari Griesbach

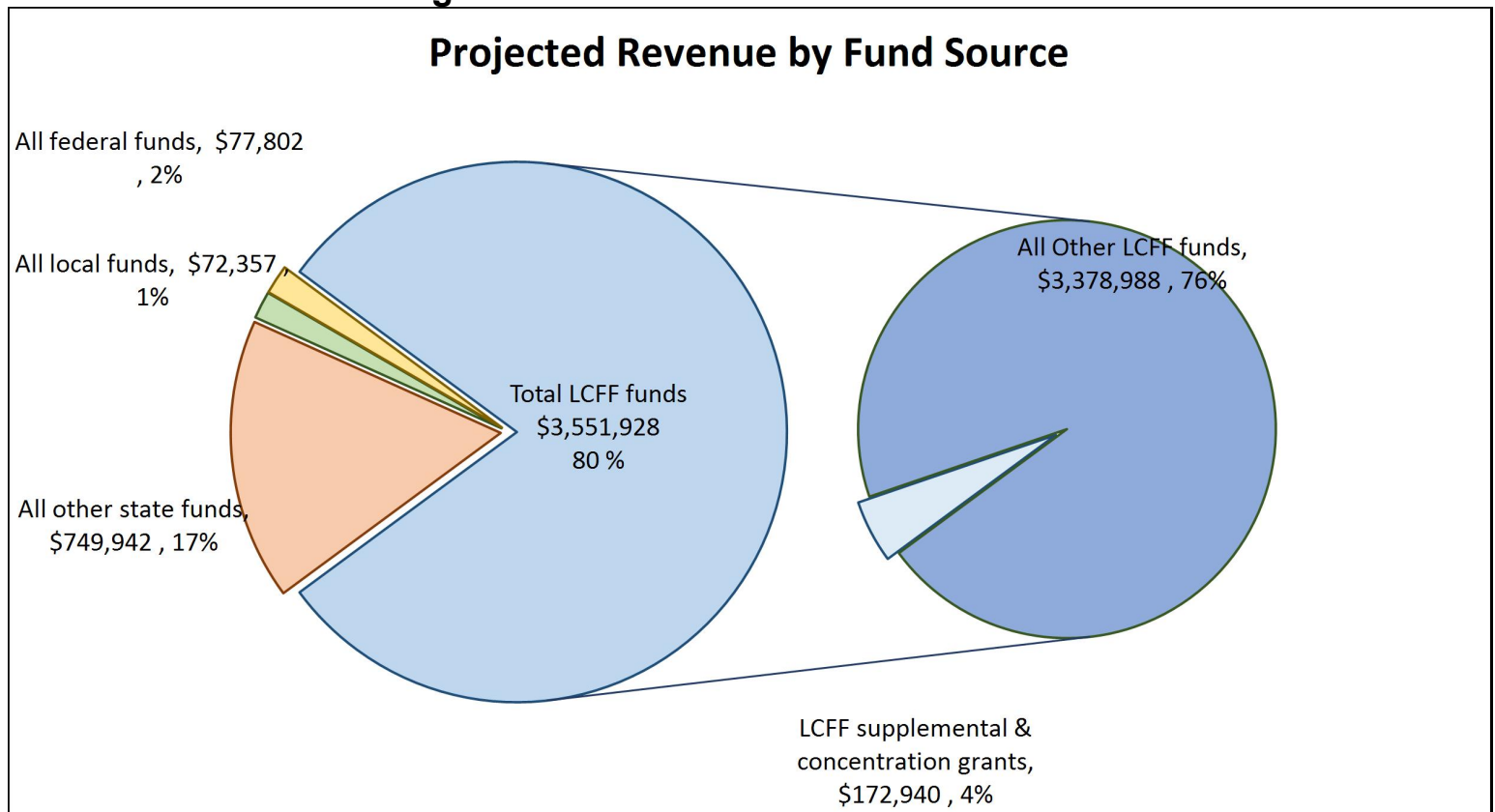
Principal

cgriesbach@jcs-inc.org

760-632-4989

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

Budget Overview for the 2026-27 School Year

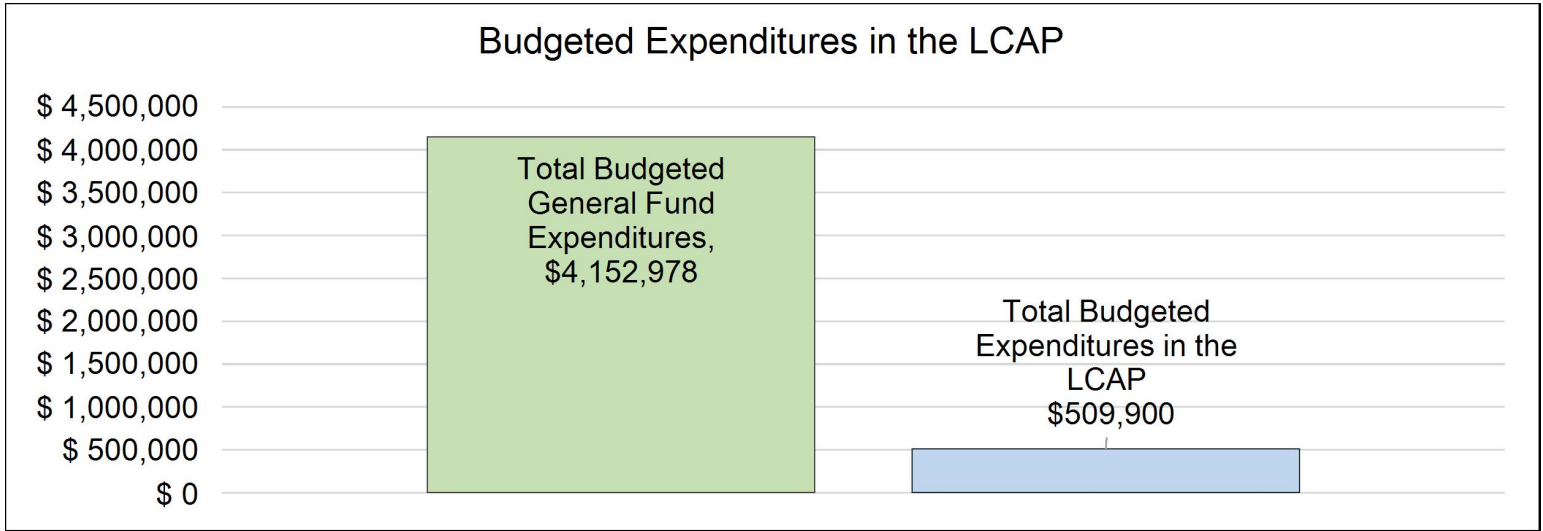


This chart shows the total general purpose revenue JCS-Mountain Oaks expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Mountain Oaks is \$4,452,029, of which \$3,551,928 is Local Control Funding Formula (LCFF), \$749,942 is other state funds, \$72,357 is local funds, and \$77,802 is federal funds. Of the \$3,551,928 in LCFF Funds, \$172,940 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: JCS-Mountain Oaks plans to spend \$4,152,978 for the 2026-27 school year. Of that amount, \$509,900 is tied to actions/services in the LCAP and \$3,643,078 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

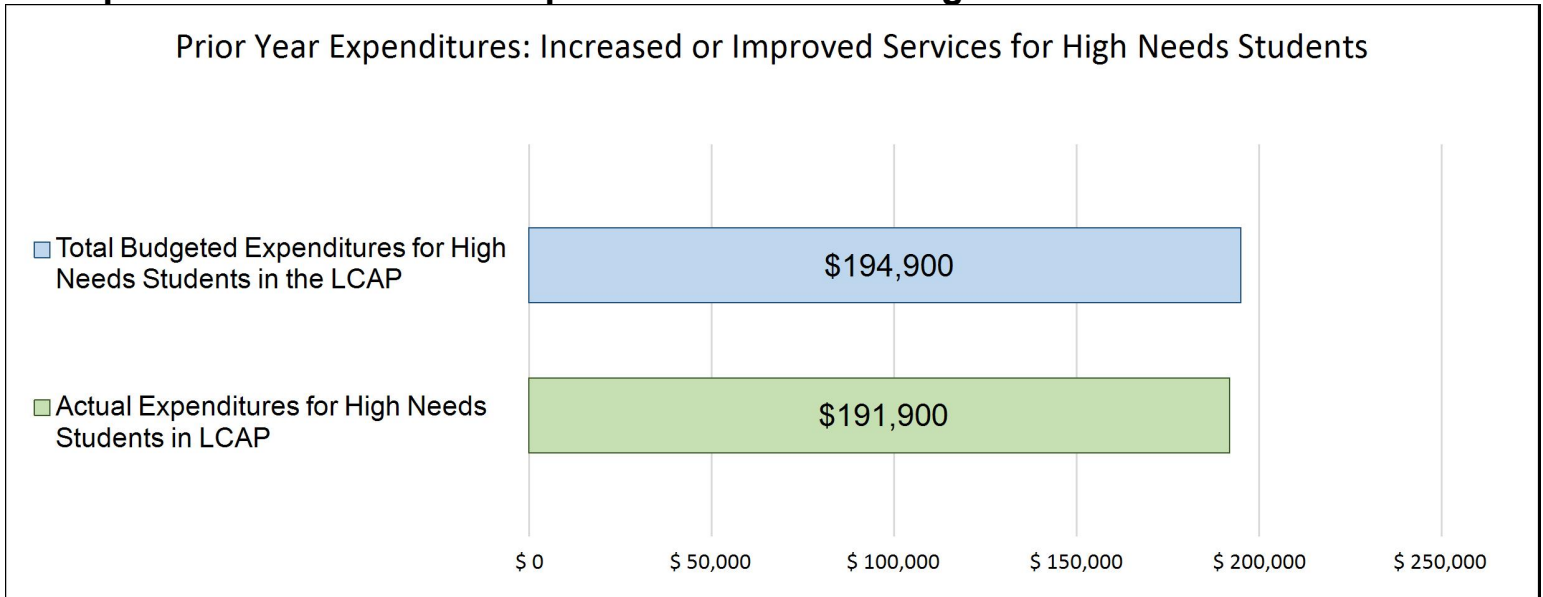
The LCAP is written as a focused goal plan for school improvement. It has been developed based on needs identified through data analysis and partner input. Basic operational costs, such as general education salaries/benefits, are general fund budget expenditures that are not included in the LCAP.

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

In 2026-27, JCS-Mountain Oaks is projecting it will receive \$172,940 based on the enrollment of foster youth, English learner, and low-income students. JCS-Mountain Oaks must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Mountain Oaks plans to spend \$179,400 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, JCS-Mountain Oaks's LCAP budgeted \$194,900 for planned actions to increase or improve services for high needs students. JCS-Mountain Oaks actually spent \$191,900 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$3,000 had the following impact on JCS-Mountain Oaks's ability to increase or improve services for high needs students:

The LEA received LREBG funding in FY25/26, after the state's budget had been approved; therefore, the LEA conducted a needs assessment and educational partner engagement process in November 2025 to determine that the \$3,828 allocation to JCS-Mountain Oaks would be spent in the 25/26 school year on personnel to support the Academic Intervention program. This is reflected in LCAP action 2.3 (Tier II Instructional Support in ELA & Math) and resulted in approximately \$4,000 less in contributing LCFF actuals than projected. The action was still carried out as planned, and the LEA's total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 are more than the Supplemental & Concentration dollars received in FY25/26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JCS-Mountain Oaks	Cari Griesbach Principal	cgriesbach@jcs-inc.org 760-632-4989

Plan Summary [2026-27]

General Information

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

JCS-Mountain Oaks is an independent study TK-8 charter school located in Encinitas, California, and sponsored by Julian Union Elementary School District. JCS-Mountain Oaks (JCS-MO) is comprised of an Academy program and a Home Study program. At the Academy facility, there is space for educational facilitators (EFs) to meet with Home Study students and space for special education services. The school is governed by a Board and led by Principal Cari Griesbach.

The vision of JCS-Mountain Oaks is to create a community of compassionate, innovative, life-long learners who continually strive for excellence. The LEA aims to promote an academically rigorous curriculum that values the different interests, learning styles, and abilities of each student. The community of students at JCS-Mountain Oaks is viewed as scholars with diverse abilities and backgrounds. Creating an environment that allows students to become independent learners who intrinsically thirst for knowledge involves several components. The educators at JCS-MO focus on using self-assessments/student-led assessments to encourage self-directed learning in students. School staff use GATE strategies that address students' learning styles, learning abilities, and learning interests to help us facilitate lifelong learning. JCS-MO believes the teacher must prepare instruction that will help a child become a self-directed learner, a lifelong learner. Along with that instruction, the teacher must know the child because the teacher needs to take the child from where they are emotionally, socially, and academically.

JCS-Mountain Oaks is dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.

- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Students at JCS-Mountain Oaks are part of an independent study education model and are generally referred to as being in the home study program or the academy program. Daily instruction of TK-8 home study students is done by the parent-teacher under the supervision of an educational facilitator (EF). Students at our academies are taught by a certified teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

As of April 10, 2026 (P2), JCS-Mountain Oaks serves 275 students in grades Transitional Kindergarten through 8th grade. The student population is predominantly White (76.0%), with additional representation from Hispanic/Latino (5.8%), Asian (5.1%), Black/African American (3.3%), and several other racial and ethnic groups. Overall, 15.6% of students identify as Hispanic, while 84.4% identify as non-Hispanic. The gender distribution is relatively balanced, with 52.0% male students and 48.0% female students. Enrollment is distributed across all elementary and middle school grade levels, with the largest concentrations in Grade 7 (14.9%), Grade 6 (13.8%), and Grade 8 (12.7%).

JCS-Mountain Oaks serves a diverse group of learners with varying educational needs. Approximately 22.5% of students are socioeconomically disadvantaged, and 15.3% receive Special Education services. The school has a relatively small English Learner population, with 2.2% of the students identified as English learners, speaking Spanish, Russian, or Italian. Additionally, nearly all students (99.3%) reside in permanent housing, with only 0.7% reported as temporarily doubled or tripled up in housing arrangements.

Students come to JCS-Mountain Oaks for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer; some are drawn to our focus on GATE strategies; others like the balance of home school and classroom-based instruction; and still others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. While JCS-Mountain Oaks strives to support all learners in meeting their potential, the LEA is very aware of the struggling and at-risk learners and their diverse needs and is constantly striving to provide additional support.

Reflections: Annual Performance

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

The 2025 CA School Dashboard was released in November 2025 and revealed areas of academic performance and engagement where JCS-Mountain Oaks 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-Mountain Oaks 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-Mountain Oaks 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 red indicators on the CA School Dashboard: JCS-Mountain Oaks did not receive the lowest performance level for any indicators on the 2024 and 2025 CA School Dashboards, 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 \$3,828 allocation to JCS-Mountain Oaks 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 additional LREBG funding in FY26/27, which will, again, be applied to LCAP Goal 2, Action 3 (2.3), Tier II Instructional Support in ELA & Math.

2025 DASHBOARD OVERVIEW

The 2025 California School Dashboard highlights JCS-Mountain Oaks as a high-performing TK–8 charter school demonstrating strong academic achievement, exceptional student growth, and positive school climate outcomes. Serving approximately 255 students, the school earned the highest performance level (Blue) in English Language Arts (ELA), Mathematics, Science, and Chronic Absenteeism, while earning Green status for Suspension Rate. All five local indicators—including implementation of academic standards, parent and family engagement, access to a broad course of study, facilities and instructional materials, and school climate—were reported as having met standards. The Dashboard also notes that 25.9% of students are socioeconomically disadvantaged, 4.3% are English learners, and no students were identified as foster youth.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH-LANGUAGE ARTS

The 2025 California Dashboard data indicate that English Language Arts (ELA) is a significant area of strength for JCS-Mountain Oaks. The school earned the highest possible performance level, Blue, with students performing 58.5 points above the state standard, representing an increase of 7.4 points from the previous year. This places Mountain Oaks substantially above the statewide average, where students scored 8.1 points below standard. The school's improvement trend is particularly notable because it reflects both high achievement and continued growth among an already high-performing student population. Historical Dashboard data show that ELA performance has remained consistently above standard since 2019, with scores ranging from 51.0 to 77.6 points above standard over the past several reporting cycles, demonstrating long-term academic strength and resilience.

Student subgroup performance reveals that strong ELA outcomes extend across multiple demographic groups. White students, who comprise the largest student group, earned a Blue performance level and scored 57.2 points above standard, improving by 9.2 points from the previous year. Socioeconomically disadvantaged students also earned a Blue rating and demonstrated exceptional improvement, scoring 55.0 points above standard, an increase of 42.7 points from the prior year. This substantial gain suggests that the school is effectively narrowing opportunity gaps and providing equitable access to rigorous literacy instruction. Hispanic students scored 38.9 points above standard, improving by 8.5 points, while students identifying with two or more races scored 49.6 points above standard. Although these groups did not receive Dashboard colors due to small subgroup sizes, their performance remains well above state averages.

The Dashboard growth indicator further reinforces the strength of the school's literacy program. JCS-Mountain Oaks earned an Accelerated growth designation in ELA, with 77.7% of students improving their scores from the previous year. This is particularly important because it demonstrates that students are not merely maintaining high achievement levels but are continuing to make meaningful academic progress. Among student groups, socioeconomically disadvantaged students achieved an Exceptional growth rating, with 86.1% improving their

scores, while White students (79.0%), students from two or more races (85.0%), and English-only students (77.8%) all achieved Accelerated growth. These findings suggest that literacy instruction is effectively supporting diverse learners and producing measurable gains across multiple populations.

One area that warrants continued monitoring is the performance of students with disabilities. Although this subgroup scored 30.7 points below standard and experienced a decline of 11.3 points, their performance remains substantially stronger than the statewide average for students with disabilities, which was 89.4 points below standard. Additionally, students with disabilities achieved an Average growth rating, with 85.7% improving their scores, indicating that many students in this subgroup are making academic progress despite continuing achievement gaps. Continued targeted intervention, differentiated instruction, and progress monitoring will be important to further accelerate outcomes for these learners.

The school's ELA results are especially impressive when considered alongside student engagement and attendance data. Chronic absenteeism remained exceptionally low at 2.2%, and suspension rates remained at 0.7%, creating conditions that support consistent participation in literacy instruction. Combined with strong local indicator results for parent engagement, implementation of academic standards, and school climate, the Dashboard data suggest that Mountain Oaks has established a comprehensive educational environment that supports both literacy achievement and student growth.

Overall, the ELA data portray JCS-Mountain Oaks as a high-performing school with strong literacy outcomes across most student groups, significant year-over-year improvement, and evidence of equitable academic growth. The combination of Blue-level achievement, Accelerated growth, strong subgroup performance, and exceptionally large gains among socioeconomically disadvantaged students indicates that the school's literacy program is highly effective and continues to prepare students for college and career readiness at levels that substantially exceed state expectations.

2025 DASHBOARD ACADEMIC INDICATOR: MATH

The 2025 California Dashboard data identify Mathematics as one of the strongest academic areas at JCS-Mountain Oaks. The school earned the highest performance level, Blue, with students scoring 41.6 points above standard, substantially outperforming the statewide average of 42.4 points below standard. Although the school's distance from standard increased only slightly by 2.2 points from the previous year, maintaining performance at such a high level is noteworthy because schools with already strong achievement often experience smaller annual gains. Historical Dashboard data show sustained excellence in mathematics, with students consistently performing above standard since 2019 and maintaining achievement levels ranging from 31.9 to 43.6 points above standard over multiple reporting cycles.

One of the most significant findings in the report is the school's performance on the new Dashboard Growth Indicator. JCS-Mountain Oaks earned an Exceptional mathematics growth designation, the highest growth category available. Overall, 79.1% of students improved their mathematics scores from the previous year, indicating that the vast majority of students are making measurable academic progress. This result is particularly impressive because it demonstrates that students are not only achieving at high levels but are continuing to accelerate their learning. Among all accountability indicators reported on the Dashboard, mathematics growth stands out as the school's strongest performance area, earning a higher designation than English Language Arts growth, which was rated Accelerated.

Subgroup performance demonstrates that strong mathematics outcomes are broadly distributed across student populations. Socioeconomically disadvantaged students earned a Blue performance level and scored 27.6 points above standard, improving by an

impressive 33.8 points from the previous year. This gain significantly exceeds statewide trends and suggests that Mountain Oaks is effectively addressing achievement gaps for students who traditionally face greater academic barriers. White students, the school's largest subgroup, also earned a Blue rating, scoring 39.1 points above standard while maintaining strong performance. Hispanic students scored 17.7 points above standard, representing a substantial increase of 33.4 points from the prior year, indicating strong academic growth and achievement despite the small subgroup size.

The growth data further highlight the effectiveness of the school's mathematics program across student groups. Socioeconomically disadvantaged students achieved an Exceptional growth rating, with 80.6% improving their mathematics scores. White students also earned an Exceptional rating, with 79.0% showing growth, while students from two or more races achieved Exceptional growth with 85.0% improving. Students with disabilities earned an Accelerated growth designation, with 76.2% improving their scores, suggesting that although achievement gaps remain, instructional supports are helping these students make meaningful academic progress. Asian students also achieved an Exceptional growth rating, with 72.7% demonstrating score improvement. These results indicate that growth is occurring consistently across multiple student populations rather than being concentrated within a single subgroup.

Students with disabilities remain an important area for continued focus. Although this subgroup improved significantly, increasing 19.9 points from the previous year, they still scored 27.3 points below standard. However, this performance compares favorably to the statewide average for students with disabilities, which was 120.7 points below standard. The combination of substantial improvement and Accelerated growth suggests that existing intervention strategies are producing positive results and may continue to reduce achievement gaps over time.

The Dashboard data also suggest that favorable school conditions contribute to mathematics success. The school reported exceptionally low chronic absenteeism (2.2%) and a low suspension rate (0.7%), ensuring that students have consistent access to instruction. Additionally, all local indicators—including implementation of academic standards, parent engagement, school climate, and access to a broad course of study—were reported as meeting standards. These conditions likely support the strong mathematics outcomes observed across the school.

Overall, the mathematics data portray JCS-Mountain Oaks as a high-achieving and rapidly improving school. Students perform well above state standards, growth rates are among the strongest indicators on the Dashboard, and historically underserved student groups are demonstrating particularly strong gains. The combination of Blue-level achievement, Exceptional growth, substantial subgroup improvement, and strong school climate indicators suggests that Mountain Oaks has established an effective mathematics program that promotes both excellence and continuous improvement for a wide range of learners.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH LEARNER PROGRESS

The 2025 California Dashboard does not provide a performance level for English Learner Progress (ELPI) at JCS-Mountain Oaks because the English Learner population is too small for accountability reporting. Only four English Learners were included in the measure, resulting in a Gray status with no performance rating assigned. The available data show that 100% of English Learners maintained their current English proficiency level, while no students progressed to a higher ELPI level and none declined.

Because of the very small subgroup size, the data should be interpreted with caution. While the absence of students declining in proficiency is positive, the lack of measurable progress suggests a need to closely monitor English language development and ensure that designated and integrated ELD supports are effectively accelerating language acquisition. Given the school's small EL population, individualized

instruction, targeted language support, and ongoing progress monitoring are likely the most appropriate strategies for improving future ELPI outcomes.

2025 DASHBOARD ENGAGEMENT INDICATOR: CHRONIC ABSENTEEISM

The 2025 California Dashboard identifies Chronic Absenteeism as one of JCS-Mountain Oaks' strongest performance indicators, earning the highest accountability rating of Blue. The school reported a chronic absenteeism rate of just 2.2%, meaning that only a very small percentage of students missed 10 percent or more of their enrolled instructional days during the school year. This rate is exceptionally low when compared to the statewide chronic absenteeism rate of 17.1%, indicating that Mountain Oaks students attend school consistently and remain highly engaged in their educational programs. The Blue performance level places the school among the highest-performing schools in California on this indicator and reflects a sustained commitment to student attendance and engagement.

Historical trends demonstrate remarkable stability in attendance outcomes. Since the Dashboard began reporting chronic absenteeism, JCS-Mountain Oaks has maintained consistently low rates, reporting 0.6% in 2019, 2.8% in 2022, 0.8% in 2023, and 2.2% in both 2024 and 2025. While many California schools experienced significant attendance challenges following the pandemic, Mountain Oaks maintained rates that remained dramatically below state averages throughout this period. The stability of the 2025 rate, which remained unchanged from 2024, suggests that the school has institutionalized effective attendance monitoring, family engagement practices, and student support systems that continue to produce positive results year after year.

Subgroup performance further highlights the strength of the school's attendance outcomes. Among socioeconomically disadvantaged students, chronic absenteeism was only 1.3%, earning a Blue performance level and improving by 1.9 percentage points from the previous year. This result is particularly noteworthy because the statewide chronic absenteeism rate for socioeconomically disadvantaged students was 21.7%, meaning Mountain Oaks students in this subgroup attended school at substantially higher rates than their peers across California. Similarly, White students recorded a chronic absenteeism rate of 1.7%, also earning a Blue rating and remaining far below the statewide rate of 12.2%. Students with disabilities recorded a chronic absenteeism rate of 4.7%, which, although higher than the schoolwide average, remained significantly lower than the statewide rate of 24.9% for this subgroup.

The data also reveal a few areas that warrant continued monitoring. Students identified as Two or More Races recorded a chronic absenteeism rate of 6.3%, earning an Orange performance level and increasing by 3.7 percentage points from the prior year. Although this rate remains below the statewide average of 14.9%, it represents the only subgroup identified as needing closer attention. Monitoring attendance patterns, strengthening communication with families, and providing targeted supports for this subgroup may help prevent future increases and maintain the school's overall strong attendance profile.

The exceptionally low chronic absenteeism rate likely contributes directly to the school's strong academic outcomes. Research consistently demonstrates that regular attendance is closely linked to student achievement, and Mountain Oaks' attendance data align with its high academic performance in English Language Arts, Mathematics, and Science. Students who are present consistently have greater access to instruction, intervention services, enrichment opportunities, and meaningful relationships with teachers and peers. The school's hybrid instructional model, which combines home study and academy-based learning, may also provide families with flexibility that supports consistent participation and engagement.

Overall, the Chronic Absenteeism indicator reflects a significant organizational strength for JCS-Mountain Oaks. The school's Blue rating, exceptionally low absenteeism rates, strong subgroup outcomes, and stable multi-year trend suggest that students are highly engaged and that families are effectively connected to the educational program. Continued monitoring of the Two or More Races subgroup and ongoing attendance outreach efforts will help sustain these positive results, but the Dashboard data clearly indicate that Mountain Oaks has established a culture of attendance that supports both student well-being and academic success.

2025 DASHBOARD CONDITIONS AND CLIMATE INDICATOR: SUSPENSION RATE

The 2025 California Dashboard indicates that JCS-Mountain Oaks maintains a safe, supportive, and positive school environment, as reflected in its Green performance level for Suspension Rate. The school reported a suspension rate of 0.7%, meaning fewer than 1 percent of students were suspended for at least one day during the school year. This rate is substantially lower than the statewide suspension rate of 2.9%, demonstrating that Mountain Oaks students experience disciplinary exclusion at a much lower frequency than students across California. The Green rating places the school among higher-performing districts and schools on this accountability indicator and reflects effective behavior supports, positive school culture, and proactive intervention practices.

A review of historical trends shows that suspension rates have remained consistently low over time. JCS-Mountain Oaks reported suspension rates of 0.3% in 2019, 0.0% in 2022, 0.8% in 2023, and 0.7% in both 2024 and 2025. This stability is significant because many schools experienced increases in behavioral incidents and disciplinary actions following the pandemic. Mountain Oaks, however, has maintained suspension rates below 1 percent for multiple years, suggesting that positive student behavior, strong relationships between staff and families, and effective schoolwide expectations are well established within the school community.

Subgroup analysis reveals several notable strengths. Socioeconomically disadvantaged students achieved a Blue performance level, with a suspension rate of 0.0%, compared to the statewide rate of 3.6% for the same subgroup. Similarly, students identified as Two or More Races also earned a Blue rating, with a suspension rate of 0.0%, compared to the statewide rate of 2.8%. Asian students recorded no suspensions and performed better than the statewide rate of 1.0%. These outcomes suggest that Mountain Oaks is successfully fostering a positive school environment across multiple student groups and minimizing exclusionary discipline practices for students who may traditionally face higher disciplinary risks in other educational settings.

The data also highlight a few areas that warrant continued monitoring. Students with disabilities recorded a suspension rate of 4.7%, earning an Orange performance level and representing an increase of 4.7 percentage points from the previous year. Although the subgroup remains small, this is the only student group with a performance level below Green and suggests a need to examine behavioral supports, intervention systems, and access to social-emotional resources for students receiving special education services. Importantly, even this subgroup performed slightly better than the statewide suspension rate for students with disabilities, which was 5.0%, indicating that while improvement is needed locally, outcomes remain more favorable than state averages.

Other subgroups continued to demonstrate positive outcomes. White students, who comprise the largest student group, recorded a suspension rate of 0.6%, remaining well below the statewide rate of 2.4%. Hispanic students reported a suspension rate of 2.4%, which was lower than the statewide rate of 3.0% and reflected a decline from the prior year. English Learners reported 0.0% suspensions, although the subgroup was too small to receive a Dashboard performance color. These results indicate that most student groups experience a safe and supportive educational environment with limited reliance on exclusionary disciplinary practices.

The school's suspension data align closely with its strong outcomes in other accountability indicators. Low suspension rates often correlate with positive school climate, strong student engagement, and high attendance rates. At Mountain Oaks, chronic absenteeism is also exceptionally low (2.2%), and academic achievement indicators in ELA, mathematics, and science all earned Blue ratings. Together, these outcomes suggest that students are engaged in learning, connected to their school community, and supported through interventions that minimize the need for disciplinary removal from instruction. The school's hybrid instructional model, strong parent partnerships, and emphasis on individualized learning may contribute to these positive behavioral outcomes.

Overall, the Suspension Rate indicator reflects another area of strength for JCS-Mountain Oaks. The school consistently maintains suspension rates far below state averages, demonstrates equitable outcomes across most student groups, and fosters a positive learning environment that supports both academic success and student well-being. While continued attention to the students with disabilities subgroup is warranted, the overall data suggest that Mountain Oaks has established effective systems for behavior support, student engagement, and school climate that minimize disciplinary exclusions and maximize instructional access for students.

LOCAL DATA: NWEA MAP (MATH)

JCS-Mountain Oaks demonstrated strong overall performance on the 2025–2026 NWEA MAP Mathematics assessment, with students achieving both high academic growth and high levels of achievement compared to national norms. Across all tested grades (2–8), the school achieved a median growth percentile of 73rd percentile, indicating that Mountain Oaks students grew more in mathematics than 73% of similar students nationally. Additionally, overall mathematics achievement increased from a median 70th percentile in Fall 2025 to an 80th percentile in Spring 2026, reflecting substantial academic progress during the school year. Notably, nearly half of students (49%) scored above the 80th percentile in mathematics achievement by spring, demonstrating a large concentration of high-performing students.

The grade-level analysis reveals particularly strong performance in the upper elementary and middle school grades. Grade 6 posted the highest growth percentile at the 88th percentile, with achievement increasing from the 68th percentile in the fall to the 93rd percentile in the spring. Grade 8 also demonstrated exceptional results, achieving a 78th percentile growth rate and maintaining a spring achievement percentile of 93rd percentile, with approximately two-thirds of students performing above the 80th percentile nationally. Grade 5 showed strong improvement as well, increasing from the 63rd percentile in fall achievement to the 78th percentile in spring achievement while achieving a growth percentile of 73rd percentile. Grade 7 students also exceeded national growth expectations, posting a 60th percentile growth rate and improving achievement from the 69th to the 75th percentile.

While overall results were highly positive, some variation existed among grade levels. Grades 2 and 4 demonstrated comparatively lower growth, with median growth percentiles of the 46th percentile and the 50th percentile, respectively. Grade 2 achievement declined from the 66th percentile in the fall to the 56th percentile in the spring, suggesting that growth did not keep pace with national norms despite remaining above average overall. Grade 4 achievement remained relatively stable, moving from the 55th percentile to the 54th percentile. In contrast, Grade 3 maintained strong achievement at the 73rd percentile while demonstrating above-average growth at the 67th percentile, indicating consistent performance across the year.

The Growth and Achievement Quadrant analysis places nearly all grade levels in the high achievement/high growth quadrant, indicating that students are not only performing above national averages but are also continuing to accelerate academically. This pattern suggests that instructional programs and supports are effectively promoting both achievement and growth across the school. The concentration of grades

in the upper-right quadrant is particularly noteworthy because it reflects success in sustaining growth among already high-achieving students—a challenge many schools face as achievement levels rise.

Overall, the NWEA MAP Mathematics data indicate that JCS-Mountain Oaks is a high-performing school with strong academic outcomes in mathematics. The most significant strengths are evident in Grades 5–8, where students consistently demonstrate achievement and growth well above national norms. Future improvement efforts may focus on strengthening mathematics growth in Grades 2 and 4 while maintaining the high levels of achievement and accelerated growth currently observed throughout the upper grades. The data suggest that Mountain Oaks is successfully preparing students with strong mathematical skills and that its instructional practices are producing outcomes that exceed national expectations.

LOCAL DATA: NWEA MAP (READING)

JCS-Mountain Oaks demonstrated strong overall performance in reading on the 2025–2026 NWEA MAP assessment, with students achieving above-average academic growth and consistently high levels of achievement compared to national norms. Across all tested grades (2–8), students achieved a median growth percentile of 55th percentile, indicating slightly higher-than-average growth relative to similar students nationwide. Overall reading achievement improved from the 67th percentile in Fall 2025 to the 72nd percentile in Spring 2026, reflecting continued academic progress throughout the school year. By spring, approximately 64% of students scored at or above the 61st percentile nationally, including 34% performing above the 80th percentile. These results indicate that the majority of Mountain Oaks students are performing above grade-level expectations in reading.

Grade-level performance reveals several notable strengths. Grade 6 demonstrated the strongest growth, achieving a 72nd percentile growth rate and increasing achievement from the 65th percentile to the 74th percentile. Grade 3 also showed strong results, with a 60th percentile growth rate and achievement increasing substantially from the 61st percentile to the 74th percentile. Grade 5 achieved a 56th percentile growth percentile while maintaining strong achievement levels, increasing from the 67th to the 71st percentile. These grade levels reflect a healthy balance of both growth and achievement, suggesting effective literacy instruction and student progress across the year.

Other grade levels demonstrated mixed results. Grade 7 posted near-average growth at the 51st percentile and maintained achievement in the upper range, increasing slightly from the 65th to the 67th percentile. Grade 8 students continued to perform at very high achievement levels, maintaining an 81st percentile spring achievement ranking, although growth was slightly below average at the 48th percentile, suggesting that many students were already performing at advanced levels and maintained those high outcomes throughout the year. Grade 2 and Grade 4 presented areas for further investigation, with growth percentiles of 42nd and 44th, respectively. Grade 2 achievement declined from the 63rd percentile to the 53rd percentile, while Grade 4 achievement decreased from the 76th percentile to the 65th percentile, indicating that student growth in these grades did not keep pace with national norms despite remaining above average overall.

The Growth and Achievement Quadrant analysis shows that most grade levels fall within the high achievement/high growth or high achievement/average growth categories. This pattern is encouraging because it demonstrates that students are not only achieving at levels above national averages but are generally continuing to grow academically. Grades 3, 5, and 6 are particularly strong examples of this trend, combining above-average achievement with strong growth. The data also suggest that the school is successfully supporting reading proficiency across elementary and middle school grades while maintaining strong outcomes for high-achieving students.

Overall, the NWEA MAP Reading data indicate that JCS-Mountain Oaks is a high-performing school with reading achievement consistently above national norms and positive overall growth. Strengths are most evident in Grades 3, 5, and 6, where students demonstrated both strong growth and strong achievement. While achievement remains above average across all grade levels, Grades 2 and 4 may benefit from targeted literacy interventions and progress monitoring to accelerate growth and ensure students continue advancing at rates comparable to their peers nationally. The data suggest that Mountain Oaks has established a strong literacy foundation and is effectively supporting student reading achievement across most grade levels.

LOCAL DATA: HOLISTIC STUDENT ASSESSMENT

The school administered PEAR's Holistic Student Assessment (HSA) to all students in 4th-12th grade in Fall 2025. The HSA is a data-driven tool to promote social-emotional development in young people. The HSA has 14 scales, grouped into three domains: resiliencies, relationships, and learning and school engagement. Altogether, 141 surveys were completed by the students of JCS-Mountain Oaks. The HSA uses a 3-tiered model for understanding students' needs, similar to RTI (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports). Within the model, Tier 1 represents students who are thriving and who exhibit strengths and few challenges, primarily. Tier 2 represents students who have a balanced combination of strengths and challenges, and Tier 3 represents students who are approaching crisis or are in crisis. The Fall 2025 results for the school and its subgroups are as follows:

The Holistic Student Assessment (HSA) dashboard for Mountain Oaks during the 2025–2026 school year summarizes survey data from 147 completed pre-surveys, with no completed post- or mid-surveys reported yet. The findings indicate that 39.5% of students fall within Tier 1 support needs, 34.7% within Tier 2, and 25.9% within Tier 3, suggesting that over half of the surveyed students may require moderate to intensive support. On average, students demonstrated 2.8 strengths and 3.0 challenges each. The most common student strengths included emotion control (38.1%), empathy (31.3%), relationships with peers (26.5%), and action orientation (25.2%). Conversely, the most frequently identified challenges were learning interest (30.6%), perseverance (27.9%), optimism (27.9%), and critical thinking (25.9%).

Reflections: Technical Assistance

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

JCS-Mountain Oaks does not qualified for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

PARTNER FEEDBACK AROUND LCAP GOAL 1 (CONDITIONS OF LEARNING)

Partner feedback on equitable learning conditions was overwhelmingly positive regarding the quality of teachers, small class sizes, strong communication, and the supportive school culture at JCS-Mountain Oaks. Families, staff, and other partners frequently highlighted caring and responsive educators, individualized attention for students, inclusive practices, and a safe, clean learning environment. Respondents

also noted the value of flexible learning opportunities, strong special education support systems, parent communication, and efforts to ensure that all students have access to needed resources regardless of financial circumstances.

At the same time, several consistent areas for improvement emerged. The most common recommendation was increased staffing, particularly the addition of a full-time school counselor, vice principal, intervention staff, and greater support within the special education and IEP departments. Participants expressed a desire for more social-emotional learning supports, improved services for students with disabilities, and additional resources for struggling learners, including tutoring and intervention programs. Many respondents also advocated for enhanced parent partnerships and accountability, additional professional development, and more support for home-study families.

Facilities and program improvements were another recurring theme. Educational Partners requested outdoor learning and recreation spaces, playground equipment, sensory tools, expanded enrichment opportunities, and improved access to instructional materials. Some families expressed concerns about student workload and homework expectations, while others suggested creating more opportunities for accelerated learners and English learners. Overall, partners believe the school provides strong, equitable learning conditions but emphasized that additional staffing, counseling services, special education supports, and facility enhancements would have the greatest impact on ensuring all students can succeed.

PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)

Partner feedback regarding student outcomes was generally very positive and reflected strong confidence in the quality of instruction, student engagement, and the supportive relationships students have with staff. Families consistently described teachers as caring, effective, and invested in student success, noting that small class sizes, project-based learning, clear communication, and individualized support help students thrive. Many parents highlighted the school's emphasis on presentations, critical thinking, public speaking, and developing confident learners. During the School Site Council discussion, parents shared examples of students being appropriately challenged academically, growing in confidence, and benefiting from teachers who know their students well and make themselves available to provide support. Students also reported that their teachers help them understand concepts and are accessible when assistance is needed.

Educational Partners also identified several opportunities to strengthen student outcomes. A recurring theme was the need for greater differentiation and enrichment opportunities for advanced learners, including gifted programs, accelerated coursework, and additional world language offerings. Families also expressed a desire for more targeted supports for students who are struggling academically, English learners, and students with disabilities, including intervention groups, organizational support, and clearer communication about academic progress. Several respondents requested increased access to tests, grades, and feedback so parents can better support learning at home. Other recommendations included expanding life-skills instruction, career exploration, technology and AI-related learning opportunities, study skills, executive functioning support, and real-world learning experiences that prepare students for future success.

Feedback related to college and career readiness was largely positive, with many families indicating confidence in their child's preparedness for the next educational step. Parents particularly valued the school's focus on presentations, collaboration, communication skills, and problem-solving. However, some respondents noted concerns about students' readiness for traditional high school expectations, including test-taking skills, workload management, and understanding what to expect after eighth grade. School Site Council participants echoed this theme, noting that students generally feel prepared but would benefit from additional high school transition support and opportunities to learn more about future academic expectations. Additional concerns raised included campus logistics such as parking and pick-up procedures, communication consistency, and balancing home-study and on-campus instructional time. Overall, partners view JCS-Mountain Oaks as a

strong, student-centered program while encouraging expanded academic pathways, intervention supports, and future-readiness opportunities to help all students reach their full potential.

PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)

Partner feedback regarding school climate, culture, diversity, and inclusion was largely positive, with families, students, and staff describing JCS-Mountain Oaks as a welcoming, supportive, and relationship-centered community. Respondents frequently praised caring teachers, approachable staff, strong communication, and the sense that students are known as individuals. Students reported feeling comfortable being themselves, developing positive relationships with peers and teachers, and benefiting from a safe environment where adults are available to help. Families highlighted the school's responsiveness, opportunities for involvement, and efforts to create a culture of belonging where students are respected, challenged, and encouraged to succeed. Many partners also noted that the school's emphasis on collaboration, community, and treating students as "scholars" contributes to a strong sense of connection and school pride.

While overall perceptions were positive, partners identified several opportunities to strengthen inclusivity and community engagement. Families and staff recommended increasing support for struggling students, expanding outreach to harder-to-reach families, improving transparency and communication, and ensuring all voices are represented in decision-making processes. Several respondents suggested celebrating a broader range of cultures and backgrounds through school activities, increasing multilingual support, and hiring more diverse staff to better reflect the community. Additional recommendations included creating more opportunities for parent involvement, strengthening family partnerships, and providing greater support for students with unique learning and social-emotional needs.

School Site Council discussions and partner feedback also generated ideas focused on building an even stronger community culture. Suggestions included offering parent coaching and resiliency workshops for both parents and students, creating a parent support committee with experienced parent mentors, establishing a middle school parent subcommittee, expanding new family orientation opportunities, and helping families develop a stronger sense of connection to the broader school community rather than focusing solely on their own child. Educational Partners also expressed interest in reviewing schedules and structures, including late-start days, middle school advisory programs, elective scheduling, and transition supports for middle school students. Collectively, partners emphasized maintaining the school's strong culture of belonging while expanding opportunities for family engagement, inclusion, collaboration, and community-building.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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-Mountain Oaks citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. To ensure staff are trained and well supported, the LEA will take action to provide a funded induction program for new teachers and administrators who need to clear their credentials. The instructional materials provided by the school are paramount to student success; therefore, we will ensure they are accessible to all students, rigorous, and aligned to standards through actions related to curriculum analysis, adoption, and implementation, technology provisions and support, and programs and services for unrepresented students. We will ensure the facilities are safe for individuals by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, and building improvements. In response to partner feedback, we will be exploring the possibility of creating an outdoor area for physical education and recreation. 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%	2026/2027 - 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%	2026/2027 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Exemplary	Fall 2024 - Good	Fall 2025 - Exemplary	Fall 2026 - Good	Maintained
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 31% Full Implementation and Sustainability 26% Full Implementation 4% Initial Implementation 13% Beginning Development 4% Exploration and Research Phase	Spring 2025 0% Full Implementation and Sustainability 96% Full Implementation 4% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2026 43% Full Implementation and Sustainability 43% Full Implementation 14% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2027 70% Full Implementation	+29% Full Implementation
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 4 Instructional Materials - Level 4	Spring 2025 Professional Learning - Level 4	Spring 2026 - TBD Professional Learning - 3	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - -1 Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Collaborative Practices - Level 3	Instructional Materials - Level 4 Collaborative Practices - Level 4	Instructional Materials - 4 Collaborative Practices - 4		Instructional Materials - Maintained Collaborative Practices - +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 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.

1.6 - The JCS-Inc. Network utilizes Charter Tech Services for daily technology support, and the LEA overprojected the cost of annual services; therefore, while the action was carried out as planned, the School spent approximately \$10,000 less than projected.

1.9 - The School budgeted for four (4) Induction candidates but only had three (3) certified staff members who needed to clear their teaching credentials; therefore, the actual costs associated with Action 1.9 were approximately \$5,000 less than projected in the 25/26 LCAP.

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

The actions associated with LCAP Goal #1 were largely effective in maintaining equitable conditions of learning for students, as evidenced by both outcome metrics and stakeholder feedback. The implementation of Actions 1.1 (Highly Qualified Teachers), 1.2 (Standards-Aligned Curriculum and Materials), 1.4 (ELD Curriculum and Materials), 1.5 (Technology, Internet, and Instructional Materials), 1.6 (Technology Support), 1.7 (Physical Safety), 1.8 (Programs and Services), and 1.9 (Professional Development/Induction) contributed to the school's ability

to sustain high levels of access to qualified staff, instructional resources, and learning supports. Most notably, 100% of teachers remained appropriately assigned and credentialed, 100% of students maintained access to standards-aligned instructional materials, and 100% of English Learners continued to have access to designated ELD curriculum and resources. Additionally, access to programs and services for all students, including students with disabilities and unduplicated pupils, was maintained at 100%, demonstrating continued success in providing equitable learning opportunities.

Stakeholder feedback further supports the effectiveness of these actions. Survey respondents rated district performance positively, with average ratings above 4.0 out of 5 for statements indicating that all students have access to equitable learning opportunities (4.21), that the district provides high-quality resources, facilities, and staff (4.03), and that investments in staff, facilities, and instructional materials are improving student outcomes (4.15). Open-ended comments highlighted strengths such as qualified and caring teachers, small class sizes, access to technology and resources, inclusive practices, strong support systems, and well-maintained learning environments. These perceptions align closely with the intended outcomes of Goal #1 and suggest that investments in curriculum, staffing, facilities, technology, and student supports are positively impacting students' access to learning. (Survey data)

However, some evidence indicates areas where the actions have been less effective or where additional investment may be needed. While facility conditions remained at a "Good" or "Exemplary" rating, the school did not consistently maintain the highest rating across years, suggesting ongoing facility improvement needs. Additionally, Local Indicator results for Priority 2 show mixed progress in implementation and sustainability, with some areas still remaining at the "Initial" stage and ELD Professional Learning declining from Level 4 to Level 3 in the most recent reporting cycle. Stakeholder comments also identified continuing needs for increased special education staffing and supports, additional counseling and intervention services, improved professional learning related to students with disabilities, greater teacher compensation, expanded tutoring opportunities, and enhanced outdoor and transportation resources. These concerns suggest that while the actions have been successful in maintaining access and equity overall, additional investments may be necessary to fully address the needs of higher-need student groups and strengthen long-term implementation efforts.

Overall, the evidence indicates that Goal #1 actions were effective in sustaining equitable access to qualified staff, standards-aligned materials, technology, and student supports, as demonstrated by maintained performance on key metrics and positive stakeholder perceptions. At the same time, stakeholder feedback and selected local indicator results suggest opportunities to strengthen staffing capacity, special education supports, professional learning, and facility enhancements to further advance equitable conditions of learning 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 - Although Action 1.4 (ELD Curriculum and Materials) was previously marked at "contributing" because it is in service of an unduplicated student population (English Learners), the School recognizes that providing ELD learning materials is a state requirement (as ELD is a core subject); therefore, this action does not "add of improve" services and will not be marked as "contributing" in the 26/26 LCAP.
1.9 - The School is only planning for two (2) induction candidates in 26/27; therefore, the projected expenses for this action have been decreased.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	Standards-aligned Curriculum & Materials	Ensure all students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	\$40,000.00	Yes
1.3	Physical Education	Provide staffing, curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$15,000.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	\$1,200.00	No
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED/FHY along with copies of materials that need to be printed, as needed.	\$11,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	\$40,000.00	No
1.8	Programs & Services	Continue to provide programs & services for Unduplicated Pupils and Students with Disabilities such that students have access to a broad course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)	\$2,000.00	Yes
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needing to clear their credentials.	\$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance on the CA Dashboard and from internal sources when data has been suppressed for small student subgroup populations, 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 the student population and JCS-Mountain Oaks is high-performing in ELA and math academic achievement, we have seen some decline demonstrated throughout the last LCAP cycle (2020-2023), as evidenced through CAASPP data, there are significant equity gaps for socioeconomically disadvantaged students (SED) and students with disabilities (SwD) in all areas; therefore, we have determined that all students continue increasing communication and critical thinking skills. Even though JCS-Mountain Oaks is a TK-8 charter school, we want to prepare our scholars for post-secondary experiences and offer increased opportunities to be prepared for life in high school and after graduation. To do so, we have included actions/services related to career exploration/exposure, vocational/work skills, and the PSAT. Through a lens of equity, the school will focus on the needs of ALL students, ensuring significant subgroups and unduplicated groups have comparable student outcomes. This includes the school's ability to support English Learners on their path to becoming fluent in English. We will monitor growth and make instructional decisions to impact achievement in differentiated areas of need throughout the school year using the NWEA MAP assessment. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard, RCOE Tableau, & Parsec)	Spring 2023 All: 57.7 above (Green) SED: 27.9 above (Green) SwD: 25.3 below (Yellow)	Spring 2024 All: +51 (Green) SED: +12.3 (Green) SwD: -19.4 Hispanic: +30.4	Spring 2025 All: 58.5 points above (Blue) SED: 55 points above (Blue)	Spring 2026 All: >58 above (Green or Blue) SED: >30 above (Green or Blue) SwD: >5 below	All: +0.8 SED: +27.9 SwD: -5.4 Hispanic: -20.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 59.7 above (Blue)		SwD: 30.7 points below Hispanic: 38.9 points above	(Green) Hispanic: >60 above (Green or Blue)	
2.2	CAASPP Math DFS (CA Dashboard, RCOE Tableau, & Parsec)	Spring 2023 All: 31.9 above (Green) SED: 3.1 above (Green) SwD: 57 below (Yellow) Hispanic: 7.9 below (Green)	Spring 2024 All: +39.4 (Blue) SED: +6.3 (Yellow) SwD: -47.2 Hispanic: -15.6	Spring 2025 All: 41.6 points above (Blue) SED: 27.6 points above (Blue) SwD: 27.3 points below Hispanic: 17.7 points above	Spring 2026 All: >32 above (Green or Blue) SED: >5 above (Green or Blue) SwD: >25 below (Green) Hispanic: >0 above (Green or Blue)	All: +9.7 SED: +24.5 SwD: +29.7 Hispanic: +25.6
2.3	Average achievement & growth percentile on the NWEA MAP Reading Test (NWEA)	Fall 2023 Achievement: 74th Spring 2024 Achievement: 71st Fall 23 - Spring 24 Growth: 46th	Fall 2024 Achievement: 69th Spring 2025 Achievement: 66th Fall 23 - Spring 24 Growth: 50th	Fall 2025 Achievement: 67th Spring 2026 Achievement: 72nd Fall 25 - Spring 26 Growth: 55th	Spring 2027 Achievement: >60th Fall 26 - Spring 27 Growth: >60th	Fall Ach: -8 Spr Ach: +1 Growth: +9
2.4	Average achievement & growth percentile on the NWEA MAP Math Test (NWEA)	Fall 2023 Achievement: 65th Spring 2024 Achievement: 78th Fall 23 - Spring 24 Growth: 87th	Fall 2024 Achievement: 59th Spring 2025 Achievement: 81st Fall 23 - Spring 24 Growth: 93rd	Fall 2025 Achievement: 70th Spring 2026 Achievement: 80th Fall 25 - Spring 26 Growth: 73rd	Spring 2027 Achievement: >60th Fall 26 - Spring 27 Growth: >60th	Fall Ach: +5 Spr Ach: +2 Growth: -15
2.5	% of SST students meeting CAASPP growth goal (21+ points) (Local Calculation)	Spring 2023 - Spring 2024 ELA: 55% Math: 67%	Spring 2024 - Spring 2025 ELA: -- Math: 0%	Spring 2025 - Spring 2026 ELA: -- Math: 67%	Spring 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: -- Math: Maintained
2.6	% of SST student meeting NWEA MAP growth goal (Local Calculation)	Fall 2023 - Spring 2024 Reading: 31% Math: 57%	Spring 2024 - Spring 2025 ELA: 43%	Spring 2025 - Spring 2026 ELA: 0% Math: 33%	Spring 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: -31% Math: -25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math: 0%			
2.7	% of RTI Tier II students who are referred back to Tier I as a result of intervention success (Local Calculation)	Baseline to be determined in Year 1	Spring 2024 - Spring 2025 ELA: 25% Math: 0%	Spring 2025 - Spring 2026 ELA: 0% Math: 67%	2026/2027 ELA: >50% Math: >50%	ELA: -25% Math: +67%
2.8	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 71.9%	Spring 2024 All: 42% (-0.8 DFS)	Spring 2025 All: 57% (66.1 points, Blue) SED: 60% (62.9 points) White: 50% (63.6 points)	Spring 2026 All: 75%	All: -14.9%
2.9	% of English Learner students reclassified as Fluent English Proficient (Parsec/Local Calculation)	Fall 2023 EL: 0%	Fall 2024 EL: 7.7%	Fall 2025 EL: 8.3%	Fall 2026 EL: >20%	EL: +8.3%
2.10	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Parsec/Local Calculation)	Spring 2023 EL: 100%	Spring 2024 EL: 66.7%	Spring 2025 EL: 33.3%	Spring 2026 EL: >75%	EL: -66.7%

Goal Analysis [2025-26]

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

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

Action 2.10 (Career Fair) was not implemented due to a lack of preparation and time constraints. The LEA will attempt to implement this action again in 26/27.

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

2.2 - Due to enrollment growth, the actual expenses related to Benchmark Assessment increased because more student licences were necessary.

2.10 - This action was not implemented due to a lack of preparation and time constraints. As a result, there were no actual expenses associated with this action. The LEA will attempt to implement this action again in 25/26.

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

The actions associated with LCAP Goal #2 were generally effective in supporting high-quality, equitable, and responsive instruction, resulting in strong academic outcomes for many student groups and helping prepare students for future educational opportunities. Investments in professional development (Action 2.1), benchmark assessments (Action 2.2), Tier II instructional supports and tutoring (Actions 2.3 and 2.4), MTSS systems through Beyond SST (Action 2.5), English Learner supports (Action 2.8), and data analysis tools (Action 2.9) appear to have contributed to sustained academic achievement in English Language Arts and Mathematics. CAASPP results showed that overall student performance remained well above state standards in both ELA and Math, with gains from baseline among all students and particularly great improvement for socioeconomically disadvantaged students. Math outcomes were especially notable, with Students with Disabilities improving from 57 points below standard at baseline to 27.3 points below standard, representing nearly a 30-point improvement, while Hispanic students moved from below standard to above standard. NWEA achievement results also remained well above national averages, with reading and math achievement percentiles consistently exceeding the school's long-term targets.

Several actions were particularly effective in advancing equity and access for specific student groups. The EL Coordinator and ELD Teacher supports (Action 2.8) contributed to increases in English Learner reclassification rates from 0% at baseline to 8.3% in 2025. Additionally, professional development, intervention supports, and data-monitoring systems helped the school maintain strong overall achievement while improving outcomes for socioeconomically disadvantaged students and narrowing achievement gaps in mathematics. Postsecondary readiness activities, including the Career Fair, JA BizTown, and PSAT opportunities (Actions 2.10–2.12), also supported the goal of preparing students for future educational and career experiences by exposing students to vocational pathways, financial literacy, and college-readiness experiences.

Despite these successes, some evidence suggests that certain actions were less effective in accelerating growth for students receiving additional interventions. Metrics related to SST and Tier II supports showed inconsistent results. The percentage of SST students meeting NWEA growth goals declined from baseline in both reading and math, and the percentage of RTI Tier II students successfully returning to Tier I instruction remained below desired targets in ELA. Similarly, English Learner growth on the ELPAC indicator declined from 100% of continuously enrolled EL students growing at least one proficiency level at baseline to 33.3% in 2025, indicating that while reclassification rates improved, language acquisition growth remains an area of concern. Science achievement also remains below the school's target, with CAST performance at 57% meeting or exceeding standards compared to a baseline of 71.9%.

Partner feedback generally reinforced these findings. Survey responses reflected confidence in the quality of instruction, academic support systems, and individualized learning opportunities provided by the school. Respondents highlighted strong teacher relationships, personalized instruction, intervention supports, and meaningful enrichment opportunities as key strengths. At the same time, stakeholders identified areas for improvement, including expanded intervention services, additional academic support for struggling learners, stronger

support for English Learners and Students with Disabilities, and increased opportunities for college and career exploration. These themes align with the outcome data and suggest that while Goal #2 actions have been successful in maintaining high levels of achievement and promoting equitable access to learning, additional focus on intervention effectiveness, English Learner growth, and science achievement could further strengthen progress toward ensuring all students reach their full academic potential and are 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 LEA will support a team of "teacher leaders" to guide, develop, and coach their teacher peers. As a result, planned expenditures for PD - Tier I Practices for Academic Outcomes will be increased by \$30,000 in FY26/27.

2.2 - Due to enrollment growth, the School will increase projected expenses associated with Benchmark Assessments in FY26/27. The School is also considering adding a math-difficulties screener, similar to the reading-difficulties screener.

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 (ex. Cognitively Guided Instruction), support, collaboration time, and coaching to support high-quality Tier I instruction. This includes substitute teacher coverage for instructional rounds, ensuring the 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.	\$4,000.00	Yes
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	ELA and Math Tutoring (EEPs)	Provide educational enrichment partners for math and ELA tutoring support in Home Study program.	\$1,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountability to time-sensitive deadlines related to student growth achievement and measurement.	\$400.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No
2.7	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	\$1,000.00	No
2.8	EL Coordinator & ELD Teacher	Provide EL coordinator to identify, track, and coordinate services for supporting English Learners including, but not limited to, communicating with staff and parents, adhering to state assessment training and requirements, coordinating designated ELD instruction, assessing the effectiveness of EL curriculums, monitoring compliance with master agreements and work sample collection, attending ELD related professional development and coordinating training for others, and collaborating with supporting teachers of record to ensure the growth and success of English Language Learners. Provide EL teacher(s) with the ability to communicate, guide, monitor progress, and provide instruction aligned to state requirements and the adopted ELD curriculum.	\$30,000.00	Yes
2.9	ParsecGO	Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems, and actions as needed.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Career Fair	Provide a Career Fair for students to explore vocational interests and opportunities.	\$200.00	No
2.11	JA BizTown	Participate in the JA Biztown program so students learn about their roles as citizens, workers, and consumers in their community and relate those roles to the free enterprise system, build money management skills through a practical knowledge of economic concepts and banking practices, and display the soft skills necessary for successful participation in the world of work.	\$1,500.00	No
2.12	PSAT	Offer and pay for 8th grade students to take the PSAT. Encourage them to align results to an SAT Prep plan.	\$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. While we have observed that the % of students placed in Tier 3 (most significant SEL needs) on the Holistic Student Assessment (HS) has decreased from 17% in 2022 to 14% in 2023, it is clear that Socio-Economically Disadvantaged (SED) students need the most significant SEL support. SED students have the highest percentage of Tier 3 students (20%) with the lowest number of average strengths and the highest number of average challenges. This indicates an increased need to support students with SEL programs and professionals. Additionally, student, parent, and staff feedback has highlighted SEL issues such as inclusion and bullying, especially in the middle school grades. In this goal, we will address the SEL needs of our students with the Leader in Me leadership program. We also need to focus on increasing participation in family engagement activities that we host at our locations and decision-making opportunities such as surveys, School Site Council meetings, and board meetings. On a parent survey given in Spring 2024, we received 57 responses, representing approximately 22% of our parent population. Of those responses, three were the parents of a SwD, and one was the parent of a low-income student. 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, increase parent involvement, and enhance the overall school climate at JCS-Mountain Oaks. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment.

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: 86% SED: 80% SwD: 83.3% Hispanic: 88.9%	Fall 2024 All: 82.1% SED: 78.6% SwD: 76% Hispanic: 75%	Fall 2025 All: 74.2%	Fall 2026 All: >85% SED: >85% SwD: >85% Hispanic: >85%	All: -11.8%
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 99%	Spring 2026: 99%	Spring 2027: >98%	-1%
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 0.8% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 4.5% (Yellow)	2023/2024 All: 2.2% (Green) SED: 3.2% (Yellow) SwD: 6.9% Hispanic: 4.2%	2024/2025 All: 2.2% (Blue) SED: 1.3% (Blue) SwD: 4.7% Hispanic: 0% White: 1.7% (Blue) 2+Races: 6.3% (Orange) Asian: 4.5% ELs: 0%	2025/2026 All: <2% (Green or Blue) SED: <2% (Green or Blue) SwD: <2% (Green or Blue) Hispanic: <4% (Green or Blue)	All: +1.4% SED: +1.3% SwD: +4.7% Hispanic: -4.5%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 0.8% (Yellow) SED: 2.2% (Orange) SwD: 0% (Blue) Hispanic: 4.2% (Orange)	2023/2024 All: 0.7% (Green) SED: 0% (Blue) SwD: 0% Hispanic: 3.8%	2024/2025 All: 0.7% (Green) SED: 0% (Blue) SwD: 4.7% (Orange) Hispanic: 2.4% White: 0.6% (Yellow) 2+Races: 0% (Blue) Asian: 0% ELs: 0%	2025/2026 All: <0.8% (Green or Blue) SED: <1.3% (Green or Blue) SwD: <0.8% (Green or Blue) Hispanic: <3% (Green or Blue)	All: -0.1% SED: -2.2% SwD: +4.7% Hispanic: -1.8%
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: 0%	Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: 0%	Maintained
3.7	School Enrollment as of P2 (SIS)	2023/2024 All: 255 students	2024/2025 All: 265 students	2025/2026 All: 275	2026/2027 All: 270 students	+20 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 80%	Spring 2024 - Fall 2024 All: 74%	Spring 2025 - Fall 2025 All: 77%	Spring 2026 - Fall 2026 All: 85%	-3%
3.9	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 3.7 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4 out of 5 EL: --	Spring 2026 (1-5 Rating Scale for Parent Engagement) All: 4.25 out of 5	Spring 2027 (1-5 Rating Scale for Parent Engagement) All: >4 out of 5	+0.55

Goal Analysis [2025-26]

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

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

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

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

3.4 - The action was carried out as planned, and due to enrollment increase, the cost of the Securly service (by student license) was more than projected.

3.5 - The action was carried out as planned. The School provided dedicated staff (two paraprofessionals) to offer regular arts instruction to Academy students in the "Create Space," which increased actual expenses.

3.9 - The action was carried out as planned, but not to the extent that the School projected expense-wise. Throughout the year, many field trips were planned and participated in. Bus transportation was also offered for several field trips to increase access for all students.

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

The actions associated with LCAP Goal #3 were largely effective in fostering a welcoming, inclusive, and supportive environment for students, families, staff, and educational partners. Investments in leadership development and school culture through Leader in Me (Action 3.1), social-emotional learning supports (Actions 3.2 and 3.3), student safety initiatives (Action 3.4), family engagement efforts (Actions 3.10, 3.12, and 3.17), expanded enrichment opportunities such as arts, music, field trips, and after-school programs (Actions 3.5, 3.9, and 3.99), and targeted supports for foster youth, homeless youth, and English Learners (Actions 3.6 and 3.17) contributed to positive school climate outcomes. Parent engagement ratings improved steadily from 3.7 out of 5 at baseline to 4.25 out of 5, exceeding the district's long-term target and indicating that families increasingly felt connected to and involved in the school community. Enrollment also increased by 20 students over the baseline year, suggesting that families view the school as a desirable and supportive educational environment.

The school was particularly successful in maintaining positive student engagement and safe learning conditions. Average daily attendance remained exceptionally high at 99%, exceeding the district target, while expulsion and middle school dropout rates remained at 0% for all years measured. Suspension rates improved overall, decreasing from 0.8% to 0.7%, with significant reductions for socioeconomically disadvantaged students and Hispanic students, reflecting the positive impact of restorative practices and proactive student support systems outlined in Action 3.8. Chronic absenteeism rates also remained relatively low overall and improved substantially for Hispanic students, dropping from 4.5% at baseline to 0% in 2024–25. These outcomes suggest that the school's efforts to strengthen relationships, increase engagement opportunities, provide SEL supports, and create a safe and welcoming climate have been effective for many student groups.

However, several metrics indicate areas where the actions have been less effective or where additional attention may be needed. Results from the Holistic Student Assessment (HSA), which measures student social-emotional well-being, declined from 86% of Tier I and II students demonstrating positive outcomes at baseline to 74.2% in Fall 2025, falling below the district's target of greater than 85%. Chronic absenteeism increased slightly overall and rose among Students with Disabilities, while suspension rates for Students with Disabilities increased to 4.7%, indicating that some student groups may require more targeted supports despite overall positive trends. Student retention also remains below the district's goal, declining from a baseline of 80% to 77% in the most recent year. These findings suggest that while broad climate and culture initiatives have been successful, further refinement of engagement, attendance, behavioral, and retention strategies may be needed to better support higher-need student populations.

Educational Partner feedback reinforces these conclusions. Survey responses reflected strong perceptions that the school provides a welcoming environment, fosters positive relationships, values family involvement, and offers meaningful opportunities for student engagement and enrichment. Respondents frequently cited the school's supportive culture, caring staff, family-friendly atmosphere, extracurricular opportunities, and emphasis on student well-being as strengths. At the same time, stakeholders expressed interest in expanded social-emotional supports, additional opportunities for student connection and engagement, and continued efforts to strengthen communication and outreach to families. Overall, the evidence indicates that Goal #3 actions have been effective in creating an inclusive and supportive school culture characterized by high attendance, strong family engagement, low disciplinary rates, and growing enrollment. Nevertheless, continued focus on social-emotional wellness, student retention, and supports for Students with Disabilities will be important to ensure that all students fully benefit from the positive climate and culture initiatives established through this goal.

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.

3.2 - The School has received \$23,000 in restricted state funding (CHYBI) to support SEL services in FY26/27. As a result, the School will add a part-time SEL support paraprofessional to Action 3.2, increasing projected costs in the 26/27 LCAP.

3.4 - Due to enrollment growth, the School will increase projected expenses for Securly (cost based on student licenses).

3.5 - The School will provide dedicated staff (two paraprofessionals) to offer regular arts instruction to Academy students in the "Create Space," which increases projected expenses in the 26/27 LCAP.

3.9 - To align with actual expenses in FY25/26, the School will decrease projected expenses for Field Trip in FY26/27.

3.18 - While the LEA will continue to offer a Learning Center and after-school program to support "Expanded Learning", it will not necessarily be with CoLab Commons (local educational consultant). The school may host the Learning Center independently (in-house) and work with

several educational consultants/vendors for specialized instruction. As a result, the School has removed mention of "CoLab Commons" from the action description.

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.	\$30,000.00	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.	\$5,000.00	Yes
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloudbased student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$3,500.00	Yes
3.5	Arts & Music	Increase Arts and Music Programing for all students.	\$60,000.00	No
3.6	FHY Liaison	Provide Foster/Homeless Youth Liaison who will complete a needs assessment of services, identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP),	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communicate resources and educational opportunities to families as available, and provide resources/training to all staff as needed.		
3.7	Student Engagement: Absenteeism & Attendance	Monitor chronic absenteeism rates 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.	\$2,000.00	No
3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Decrease the suspension rate for SED and SwD with restorative practices while continuing to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed. Seek to replace traditional discipline practices (ex. suspension, punishment) with restorative practices and natural consequences to impact lasting positive behavior changes.	\$2,500.00	Yes
3.9	Field Trips	Enhance opportunities for students to engage in real-world experiences and hands-on learning by increasing the amount of field trips students may access.	\$12,000.00	No
3.10	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	\$500.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	\$300.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.		
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$10,000.00	No
3.14	Retention	Retain students by providing high-quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	\$500.00	No
3.15	PD - Leadership	Support the development of leaders through professional consultation, coaching, and collaboration to create a healthy, thriving culture of students, staff, and families.	\$2,000.00	No
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school. Provide the staffing to serve meals.	\$10,000.00	Yes
3.17	EL Parent Engagement	Allocate staff to support ELs, increase parent engagement, and provide additional support for effective English language development.	\$20,000.00	Yes
3.18	Expanded Learning	Increase access for students to attend the Friday Learning Center and an after school program.	\$12,000.00	No

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
\$172,940	\$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
5.118%	0.000%	\$0.00	5.118%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Standards-aligned Curriculum & Materials</p> <p>Need: An analysis of the CA Dashboard equity report and internal data sources for suppressed data highlighted lower performance levels for socioeconomically disadvantaged SED students in ELA and Math performance. Staff and Parent feedback indicates that students need more supportive and rigorous</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. 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 and parent population. Although the updated	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>instructional materials to improve academically and meet/exceed standards in core content areas.</p> <p>Scope: LEA-wide</p>	<p>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>1.5</p>	<p>Action: Technology, Internet, and Instructional Materials</p> <p>Need: Survey data from our staff and parents indicates that SED, FHY, and EL students are faced with barriers to their learning including limited access to technology and the Internet. This can be evidenced through equity gaps in academic performance on the CA Schools Dashboard.</p> <p>Scope: LEA-wide</p>	<p>We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g., tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect that increasing our technology will lead to growth in achievement, student engagement, increased English proficiency, and more favorable post-secondary outcomes for SED, FHY, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>1.2</p>
<p>1.8</p>	<p>Action: Programs & Services</p> <p>Need:</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record, our EL students, Students with Disabilities, and At-Risk students will have full course access</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>As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p>Scope: LEA-wide</p>	<p>and specialized programs and services. We expect that by continuing to personalize programming, services, and, grade grade-level CCSS curriculum, our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.1	<p>Action: PD - Tier I Practices for Academic Outcomes</p> <p>Need: After reviewing our CAASPP data we found that our low-income students and students with disabilities achieve far below all students in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>Based on this we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we will increase math and Science performance for our low-income students and SwD 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, 2.2
2.2	<p>Action: Benchmark Assessments</p> <p>Need: After reviewing our CAASPP data we found that our low-income students and students with disabilities achieve far below all students in ELA and Math.</p>	<p>Based on this, we've determined that assessing with MAP and DIBELS early in the year will allow us to identify which students need intervention early, and assessing twice more throughout the year will help us monitor growth more readily than CAASPP. Although we will assess all students 3x a year with MAP for early identification and monitoring, we will increase ELA and math performance for our low-income students and SwD, and close the gap in performance through</p>	2.1-2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>intervention and SPED programs/services. 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 SwD 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>2.3</p>	<p>Action: Tier II Instructional Support in ELA & Math</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our low-income students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.1-2.7</p>
<p>2.4</p>	<p>Action: ELA and Math Tutoring (EEPs)</p> <p>Need: SED students achieved below our overall student population on the 2023 CAASPP in ELA and math with significant equity gaps. Our EL reclassification rate is also low. On parent and staff feedback surveys, we learned that</p>	<p>By providing increased access to ELA and Math tutoring to SED, FHY, and ELs, they will get the 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>	<p>2.1-2.7</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>many of our SED, EL, and FHY families have limited resources and parent-teachers are balancing work and school in the home. There were multiple requests for more tutoring support in ELA and Math.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Beyond SST</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students in ELA and math.</p> <p>Scope: LEA-wide</p>	<p>The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. Our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.7
2.9	<p>Action: ParsecGO</p> <p>Need: ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data 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,</p>	<p>With this data, we will increase achievement and outcomes for our low-income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection webpage and acting on the data, we will see growth in student achievement and more favorable post-secondary outcomes for our low-income students, foster/homeless youth, and English learners.</p>	2.1-2.10

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>foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small.</p> <p>Scope: LEA-wide</p>	<p>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</p>	<p>Action: HSA & SEL Support Services</p> <p>Need: From the results of the HSA, it is clear that Socio-Economically Disadvantaged (SED) students need the most significant SEL support. SED students have the highest percentage of Tier 3 students (20%) with the lowest number of average strengths and the highest number of average challenges. This indicates an increased need to support students with SEL programs and professionals.</p> <p>Scope: LEA-wide</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 counseling 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> <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>3.3</p>	<p>Action: PD - SEL & Engagement</p> <p>Need: From the results of the HSA, it is clear that Socio-Economically Disadvantaged (SED) students need the most significant SEL</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>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>support. SED students have the highest percentage of Tier 3 students (20%) with the lowest number of average strengths and the highest number of average challenges. This indicates an increased need to support students with SEL programs and professionals.</p> <p>Scope: LEA-wide</p>	<p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>3.4</p>	<p>Action: Online Safety: Securly</p> <p>Need: From the results of the HSA, it is clear that Socio-Economically Disadvantaged (SED) students need the most significant SEL support. SED students have the highest percentage of Tier 3 students (20%) with the lowest number of average strengths and the highest number of average challenges. This indicates an increased need to support students with SEL programs and professionals.</p> <p>Scope: 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>
<p>3.8</p>	<p>Action: Student Engagement: Suspension, Expulsion, and Dropout Rates</p> <p>Need:</p>	<p>Through the use of restorative practices including reflective tools, empathy counseling, and structured conversations, we seek to decrease the need for suspension for SwD, SED, and all students in response to poor behavior choices.</p>	<p>3.4-3.6</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>In 22/23, the suspension rate for SED students increased, highlighting an equity gap when compared to the suspension rate of all students within the LEA.</p> <p>Scope: LEA-wide</p>	<p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>3.12</p>	<p>Action: Parent Engagement & Communication</p> <p>Need: On a parent survey given in Spring 2024, we received 57 responses, representing approximately 22% of our parent population. Of those responses, three were the parents of a SwD and one was the parent of a low-income student.</p> <p>Scope: 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 carry out the action 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>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>3.9</p>
<p>3.16</p>	<p>Action: Meals (NSLP)</p> <p>Need: Our unduplicated pupils have unique needs that impact their ability to succeed with equitable rates. This is evidenced through</p>	<p>Providing two meals/day will better allow us to meet the basic needs of our students and result in increased engagement and achievement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.1-3.6</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>academic and engagement equity gaps. Partner feedback and best practices suggests that underserved pupils need increased access to basic provisions, such as free meals, to promote equitable outcomes in all areas.</p> <p>Scope: LEA-wide</p>		

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
<p>2.8</p>	<p>Action: EL Coordinator & ELD Teacher</p> <p>Need: Our EL reclassification rate is low, and our population is growing; therefore, our staff needs specialized support to address EL Development. As our EL population grows, we will develop the capacity to appropriately support EL proficiency on a larger scale.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<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 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>2.9. 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6	<p>Action: FHY Liaison</p> <p>Need: Our FHY face unique challenges and need increased support to achieve equitable student outcomes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we will increase and improve services. The development of an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year, while allowing us to further identify the needs of FHY students and provide them.</p>	3.1-3.6
3.17	<p>Action: EL Parent Engagement</p> <p>Need: We did not meet our desired outcome for EL students who grew one ELPI level on recent Summative ELPACs. The response rate from EL parents on educational partner input surveys is very low, and we have been unable to recruit an EL parent or student representative on our School Site Council.</p> <p>Scope: 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>	3.9

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,378,988	172,940	5.118%	0.000%	5.118%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$367,900.00	\$105,500.00	\$0.00	\$36,500.00	\$509,900.00	\$286,000.00	\$223,900.00

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	Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	
1	1.4	ELD Curriculum and Materials	All	No			All Schools	Ongoing	\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,000.00	\$1,000.00			\$10,000.00	\$11,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$5,500.00			\$4,500.00	\$10,000.00	
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	\$4,000.00	\$2,000.00	\$2,000.00			\$4,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$10,000.00	\$40,000.00			\$50,000.00	
2	2.4	ELA and Math Tutoring (EEPs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

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
						Low Income										
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$400.00	\$400.00				\$400.00	
2	2.6	Collaboration with SELPA	Students with Disabilities	No			All Schools	Ongoing	\$2,500.00	\$0.00		\$2,500.00			\$2,500.00	
2	2.7	SwD Professional Development	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$30,000.00	\$0.00	\$8,000.00			\$22,000.00	\$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	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.10	Career Fair	All	No			All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
2	2.11	JA BizTown	All	No			All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.12	PSAT	All	No			All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$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	\$28,000.00	\$2,000.00	\$7,000.00	\$23,000.00			\$30,000.00	
3	3.3	PD - SEL & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.4	Online Safety: Securly	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
3	3.5	Arts & Music	All	No			All Schools	Ongoing	\$60,000.00	\$0.00	\$23,000.00	\$37,000.00			\$60,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	All	No			All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$500.00	\$0.00	\$500.00				\$500.00	
3	3.15	PD - Leadership	All	No			All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.16	Meals (NSLP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.18	Expanded Learning	All	No			All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	

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
3,378,988	172,940	5.118%	0.000%	5.118%	\$179,400.00	0.000%	5.309 %	Total:	\$179,400.00
								LEA-wide Total:	\$147,400.00
								Limited Total:	\$32,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$40,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.4	ELA and Math Tutoring (EEPs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$400.00	

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	\$8,000.00	
2	2.9	ParsecGO	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.2	HSA & SEL Support Services	Yes	LEA-wide	Low Income	All Schools	\$7,000.00	
3	3.3	PD - SEL & Engagement	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	
3	3.4	Online Safety: Securly	Yes	LEA-wide	Low Income	All Schools	\$3,500.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$4,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$459,400.00	\$460,200.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	\$2,500.00	\$2,500.00
1	1.2	Standards-aligned Curriculum & Materials	Yes	\$40,000.00	\$40,000.00
1	1.3	Physical Education	No	\$15,000.00	\$15,000.00
1	1.4	ELD Curriculum and Materials	Yes	\$1,200.00	\$1,200.00
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$11,000.00	\$11,000.00
1	1.6	Technology Support	No	\$60,000.00	\$50,000
1	1.7	Physical Safety	No	\$40,000.00	\$40,000.00
1	1.8	Programs & Services	Yes	\$2,000.00	\$2,000.00
1	1.9	Professional Development - Induction	No	\$20,000.00	\$15,000
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$20,000.00	\$20,000.00
2	2.2	Benchmark Assessments	Yes	\$3,500.00	\$4,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$50,000.00	\$50,000.00
2	2.4	ELA and Math Tutoring (EEPs)	Yes	\$1,000.00	\$1,000.00
2	2.5	Beyond SST	Yes	\$400.00	\$400.00
2	2.6	Collaboration with SELPA	No	\$2,500.00	\$2,500.00
2	2.7	SwD Professional Development	No	\$1,000.00	\$1,000.00
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000.00
2	2.9	ParsecGO	Yes	\$3,000.00	\$3,000.00
2	2.10	Career Fair	No	\$200.00	\$0.00
2	2.11	JA BizTown	No	\$1,500.00	\$1,500.00
2	2.12	PSAT	No	\$300.00	\$300.00
3	3.1	Leader in Me	No	\$10,000.00	\$10,000.00
3	3.2	HSA & SEL Support Services	Yes	\$5,000.00	\$5,000.00
3	3.3	PD - SEL & Engagement	Yes	\$5,000.00	\$5,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Online Safety: Securly	Yes	\$3,500.00	\$4,000.00
3	3.5	Arts & Music	No	\$32,000.00	\$60,000
3	3.6	FHY Liaison	Yes	\$4,000.00	\$4,000.00
3	3.7	Student Engagement: Absenteeism & Attendance	No	\$2,000.00	\$2,000.00
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	\$2,500.00	\$2,500.00
3	3.9	Field Trips	No	\$25,000.00	\$12,000
3	3.10	Family Events	No	\$500.00	\$500.00
3	3.11	Student Recognition and Incentives	No	\$300.00	\$300.00
3	3.12	Parent Engagement & Communication	Yes	\$10,000.00	\$10,000.00
3	3.13	Enrollment	No	\$10,000.00	\$10,000.00
3	3.14	Retention	No	\$500.00	\$500.00
3	3.15	PD - Leadership	No	\$2,000.00	\$2,000.00
3	3.16	Meals (NSLP)	Yes	\$10,000.00	\$10,000.00
3	3.17	EL Parent Engagement	Yes	\$20,000.00	\$20,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.18	Expanded Learning	No	\$12,000.00	\$12,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$170,595	\$194,900.00	\$191,900.00	\$3,000.00	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	Standards-aligned Curriculum & Materials	Yes	\$40,000.00	\$40,000.00		
1	1.4	ELD Curriculum and Materials	Yes	\$1,200.00	\$1,200.00		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$1,000.00	\$1,000.00		
1	1.8	Programs & Services	Yes	\$2,000.00	\$2,000.00		
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$20,000.00	\$20,000.00		
2	2.2	Benchmark Assessments	Yes	\$3,500.00	\$4,000.00		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$50,000.00	\$46,000		
2	2.4	ELA and Math Tutoring (EEPs)	Yes	\$1,000.00	\$1,000.00		
2	2.5	Beyond SST	Yes	\$400.00	\$400.00		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000.00		
2	2.9	ParsecGO	Yes	\$3,000.00	\$3,000.00		
3	3.2	HSA & SEL Support Services	Yes	\$5,000.00	\$5,000.00		
3	3.3	PD - SEL & Engagement	Yes	\$5,000.00	\$5,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Online Safety: Securly	Yes	\$3,500.00	\$4,000.00		
3	3.6	FHY Liaison	Yes	\$4,000.00	\$4,000.00		
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	\$2,500.00	\$2,500.00		
3	3.12	Parent Engagement & Communication	Yes	\$10,000.00	\$10,000.00		
3	3.16	Meals (NSLP)	Yes	\$10,000.00	\$10,000.00		
3	3.17	EL Parent Engagement	Yes	\$2,800.00	\$2,800.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,221,407	\$170,595	0%	5.296%	\$191,900.00	0.000%	5.957%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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