



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Pine Hills

CDS Code: 33 10330 0138602

School Year: 2026-27

LEA contact information:

Jillian Tonkin

Principal

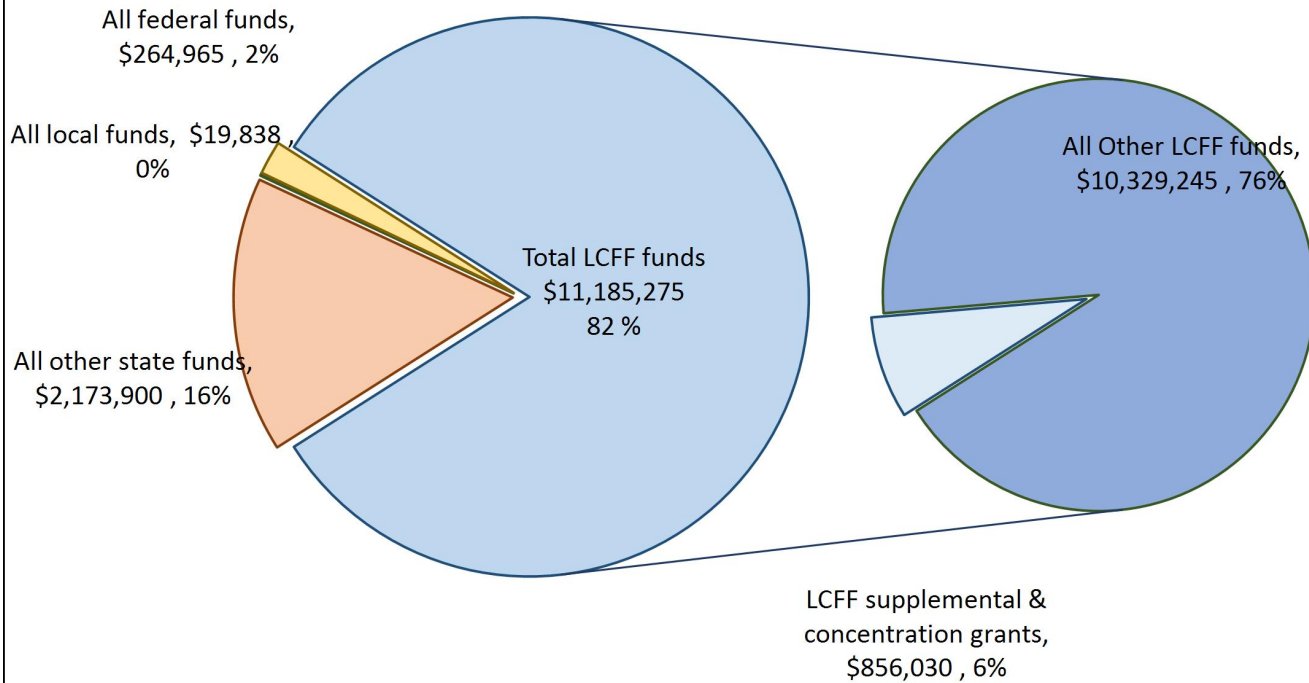
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619-346-3560

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

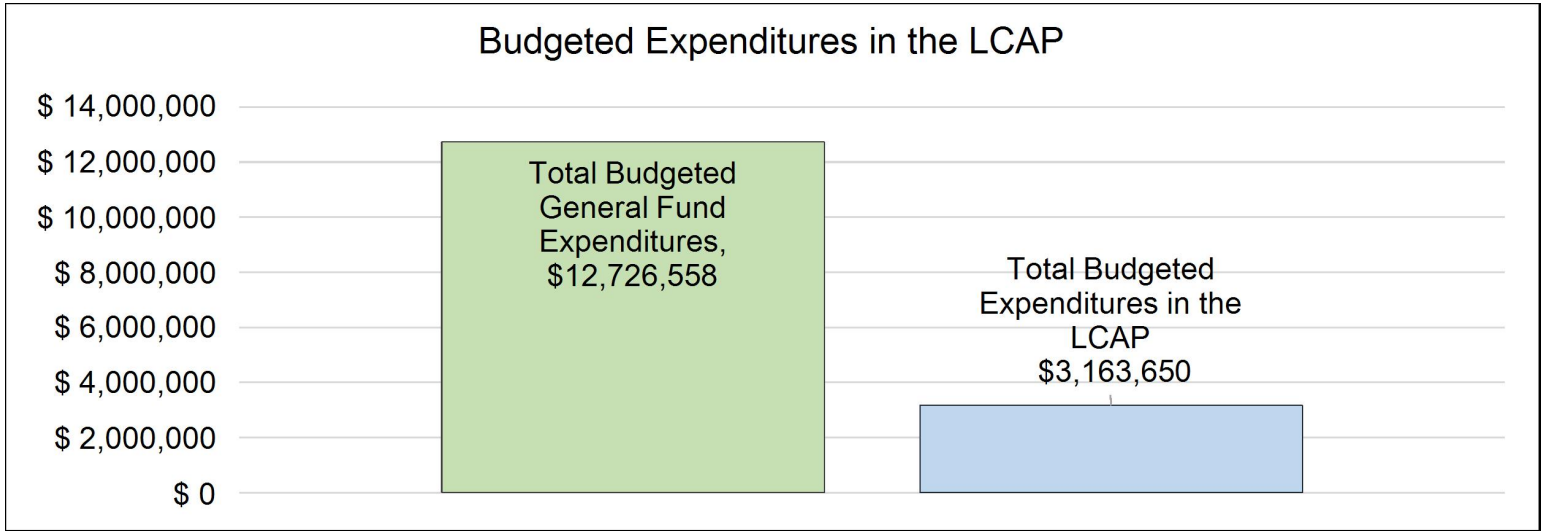


This chart shows the total general purpose revenue JCS-Pine Hills expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Pine Hills is \$13,643,978, of which \$11,185,275 is Local Control Funding Formula (LCFF), \$2,173,900 is other state funds, \$19,838 is local funds, and \$264,965 is federal funds. Of the \$11,185,275 in LCFF Funds, \$856,030 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: JCS-Pine Hills plans to spend \$12,726,558 for the 2026-27 school year. Of that amount, \$3,163,650 is tied to actions/services in the LCAP and \$9,562,908 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

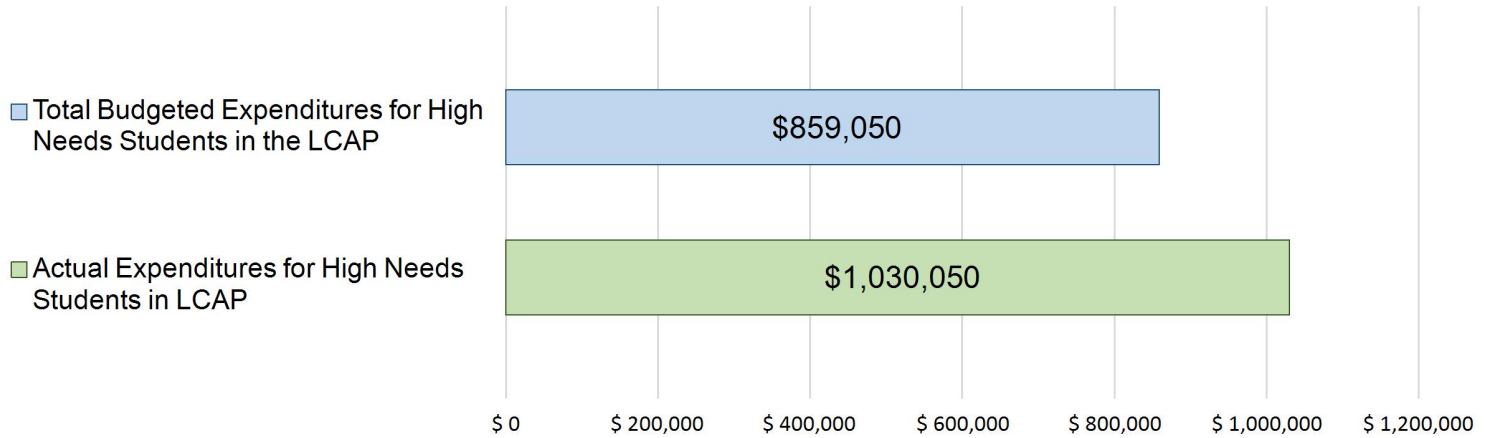
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, JCS-Pine Hills is projecting it will receive \$856,030 based on the enrollment of foster youth, English learner, and low-income students. JCS-Pine Hills must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Pine Hills plans to spend \$1,362,750 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



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

The text description of the above chart is as follows: In 2025-26, JCS-Pine Hills's LCAP budgeted \$859,050 for planned actions to increase or improve services for high needs students. JCS-Pine Hills actually spent \$1,030,050 for actions to increase or improve services for high needs students in 2025-26.



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-Pine Hills	Jillian Tonkin Principal	jtonkin@jcs-inc.org 619-346-3560

Plan Summary [2026-27]

General Information

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

JCS-Pine Hills is an independent study TK-12 charter school sponsored by the Riverside County Office of Education. As of April 10, 2026 (P2), the school serves approximately 783 students, primarily in Riverside County, with approximately 4% of students in the San Bernardino and San Diego counties. When asked to identify their race, approximately 58% of the student population is white, 15% are Hispanic or Latino, and 8% are Black or African American. Ethnically, 41% of the student population is Hispanic. Males and females are equally represented. Approximately 44% of the student population is Socio-Economically Disadvantaged (SED), and 22% receive special education services. The English Learner population at JCS-Pine Hills is very small (>1%), as are other student subgroups, including Foster and Homeless Youth and other races. While the LEA does not have a migrant population in the traditional sense, there is a somewhat transient population; some families decide that home study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students at JCS-Pine Hills are part of an independent study education model and are generally referred to as being in the home study program or the academy program. As of April 2026, 38% of JCS-Pine Hills students attend an Academy program, and 62% are enrolled in the Home Study program. Academy students learn on campus in a classroom with credentialed teachers several days/week and are homeschooled by their parent-teacher when not on campus. Currently, the Academy program includes two campuses, JCS-Pine Hills K-6 Academy (at Madison Ave) and JCS-Pine Hills 7-12 Academy (at Vallejo Ave).

Home Study students are homeschooled daily by the parent-teacher under the supervision of a school-employed Educational Facilitator (Credentialed Teacher) to provide a personalized, standards-based educational experience. Home Study students have opportunities for

group instruction in core academics and enrichment through school-operated learning centers or Educational Enrichment Partners (EEPs). The Vallejo Ave. campus includes a resource center for home study families, spaces for educational facilitators (EFs) to meet with home study families, offices for special education services, and on-site support for high school home study students (INSITE). A third learning center in Palm Desert includes spaces for educational facilitators (EFs) to meet with Home Study families and offices for special education services.

The mission of JCS-Pine Hills is to empower learners with educational choice. Our vision is to provide an exemplary personalized learning program in a supportive, resource-rich learning environment. We are 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.

According to a survey given in Spring 2026, flexibility stands out as the most dominant reason families choose JCS-Pine Hills by a significant margin, making it the clearest core value proposition. This is followed by small class size, curriculum and resources, and a safe environment, which together highlight that families are prioritizing both structural flexibility and a supportive, personalized learning setting. Student support services and a nurturing community also rank highly, reinforcing that the overall student experience—academically and emotionally—is a major driver of decision-making. While factors like partnering with families and offering choice are still meaningful, they fall slightly behind the top-tier priorities.

Because JCS-Pine Hills covers a relatively large geographical area, the student demographics and needs vary somewhat depending on the region. As a school, data is reviewed within each program, by grade level (TK-8 and 9-12), and as a whole to identify students' needs. While JCS-Pine Hills strives to support all learners in meeting their potential, there is an awareness of the struggling and at-risk learners and their diverse needs, and the school seeks to improve methods for providing effective and personalized student support.

Reflections: Annual Performance

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

The 2025 CA School Dashboard was released in November 2025 and revealed areas of academic performance and engagement where JCS-Pine Hills is improving or declining. This information allows us to reflect on the effectiveness of actions/services in the 25/26 LCAP. Additionally, the dashboard data (along with other data collected from internal assessments, surveys, partner engagement forums, etc.) highlighted areas where JCS-PH 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-PH students due to small enrollment numbers; therefore, we used local data and calculations to determine overall performance and equity gaps. In addition to the 2025 CA School Dashboard, the following sources were used to access and analyze annual performance data: DataQuest (public

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

Note about 2023 & 2025 Red Math Indicators for SwD: On the 2023 Dashboard, the Students with Disabilities subgroup was placed in the red performance tier for Math Performance, requiring a focused LCAP action to improve performance. The dedicated LCAP actions to support SwD in math performance are actions 2.6 (Collaboration with Selpa), 2.7 (SwD Professional Development), 2.17 (ACCESS), and 2.18 (Special Education Programming). On the 2024 CA School Dashboard, math scores for SwD improved (+8.6 points); therefore, even though performance status was still considered "very low" (98.3 points below standard), SwD was placed in the orange performance tier for Math Performance. In 2025, SwD status for math was 98 points below standard, which is considered "maintained." Since the 2025 SwD Math status is "very low" and improvement was not demonstrated between 2024 and 2025, the SwD subgroup was once again placed in the red performance tier for Math Performance on the 2025 Dashboard, requiring a focused LCAP action to improve performance. The dedicated LCAP actions to support SwD in math performance are actions 2.6 (Collaboration with Selpa), 2.7 (SwD Professional Development), 2.17 (ACCESS), and 2.18 (Special Education Programming).

Note about 2025 Red Chronic Absenteeism Indicators for Hispanic and SED students: On the 2025 Dashboard, Socio-Economically Disadvantaged students and Hispanic students were placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP action to support SED and Hispanic students with improved absenteeism is action 3.7 (Student Engagement: Absenteeism & Attendance).

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 \$31,972 allocation to JCS-PH would be spent in the 25/26 school year on Tier II (academic intervention) personnel (LCAP action 2.3, Tier II Instructional Support in ELA & Math). All FY25/26 LREBG funds were expended in 25/26, and the school is projected to receive approximately \$117,000 in LREBG funding in FY26/27, which has been included in the 26/27 LCAP and applied to action 318 (Expanded Learning).

ACADEMIC PERFORMANCE DATA

For all academic indicators on the CA Schools Dashboard, the students of JCS-Pine Hills significantly outperform the state of California, indicating that students enrolled with JCS-Pine Hills have more positive student outcomes than the majority of students in California. In fact, based on the results of the 2024 and 2025 CA School Dashboards, JCS-Pine Hills has been classified as a High-Performing charter school. In both 2024 and 2025, JCS-Pine Hills beat the state's status on all populated academic indicators, including underperforming student subgroups, putting it within the top 16% of all charter schools in California for academic status and growth.

Because JCS-Pine Hills is considered a small school and the number of students eligible to participate in state testing is even smaller (Grades 3-8 & 11), some equity report information is not available. The total number of valid student results for ELA and Math is 358. Of that group, the student count for groups that generate an equity performance rating is as follows: Socioeconomically Disadvantaged (187), Students with Disabilities (84), Two or More Races (43), Hispanic (117), and White (168). Student numbers for subgroups whose data are suppressed and not publicly shared are as follows: English Learners (4), Homeless (10), African American (15), Asian (4), American Indian (4), Filipino (3), and Pacific Islander (2).

ELA Performance Analysis

In 2025, JCS–Pine Hills demonstrated overall solid performance in English Language Arts, with 52.1% of students meeting or exceeding standards and a DFS of 6.0 points above standard, indicating that students as a whole are achieving at or above grade-level expectations. However, an equity-focused analysis reveals that this overall success masks substantial disparities among student groups. Socioeconomically disadvantaged students had a proficiency rate of 40.9%, reflecting an approximate 11-point gap compared to all students and continued performance below standard with minimal improvement. Even more pronounced, students with disabilities had only 25.6% meeting standards, representing the largest gap—over 25 points below the school average—and remaining well below standard despite slight gains.

Disparities are also evident across racial and ethnic groups. White students (56.5% met) and students identifying with two or more races (51.2% met) performed at or near the school average, while Hispanic/Latino students (46.8% met) and African American students (41.2% met) lagged. Notably, African American students not only performed below standard but also experienced a significant decline in DFS performance, indicating a critical and urgent equity concern. Gender differences further highlight inequities, with female students achieving a 60.9% proficiency rate compared to 43.6% for male students, a gap of over 17 points. Additionally, data for some groups, including English Learners, were not reported due to small sample sizes, limiting full visibility into all equity dimensions.

Overall, while JCS–Pine Hills shows strong aggregate ELA outcomes, the data indicate persistent and significant inequities. Students with disabilities, socioeconomically disadvantaged students, African American students, and male students experience notably lower outcomes, underscoring the need for targeted supports and instructional strategies to ensure more equitable access to academic success.

EAP Performance Analysis for ELA focuses on the performance of 11th-grade students and indicates if they are considered EAP College Ready in ELA based on 2025 CAASPP scores. 35% of 11th-grade students at JCS-Pine Hills were considered EAP College Ready in ELA based on 2025 CAASPP scores. Since 2019, the LEA has seen this rate improve year after year for the "All Students" group. By subgroup, socioeconomically disadvantaged students performed slightly below the overall average at 30.0%, while students with disabilities had the lowest outcomes at 23.1%, reinforcing a substantial achievement gap. By race/ethnicity, Hispanic or Latino students (36.4%) performed slightly above the school average, while White students (33.3%) were slightly below it, suggesting relatively narrower racial gaps compared to other categories. However, gender disparities are pronounced, with female students achieving 42.9% proficiency compared to 29.0% for male students, a gap of nearly 14 points.

Impact on LCAP actions/services: Several clear conclusions emerge from the 2025 ELA data for JCS–Pine Hills, particularly when viewed through an equity lens, and these have direct implications for LCAP actions and services. First, while overall performance shows improvement over time, outcomes—especially at Grade 11—remain relatively low (34.9%), indicating that many students are not yet college- and career-ready in literacy. This suggests a need within the LCAP to strengthen Tier 1 core instruction in ELA, particularly in upper grades, ensuring alignment, rigor, and consistency across classrooms. Second, persistent and significant subgroup gaps point to inequitable access to success. Students with disabilities (23.1%) and socioeconomically disadvantaged students (30.0%) are substantially underperforming, which indicates that current supports are not sufficiently accelerating learning. LCAP actions should therefore prioritize expanded targeted interventions (Tier 2/3 supports), including specialized reading intervention programs, co-teaching models, and increased access to evidence-based literacy strategies. Additional staffing, such as intervention teachers or instructional aides, may be warranted. Third, the gender gap (female 42.9% vs. male 29.0%) suggests that male students are not being engaged or supported as effectively in ELA. This

points to a need for LCAP investments in engagement strategies, culturally relevant texts, and differentiated instructional practices that better connect with male learners. Professional development focused on engagement and motivation could be a key service. Fourth, while racial gaps appear somewhat narrower at Grade 11, earlier data show disparities (particularly for African American students), suggesting the need for continued monitoring and targeted supports for historically underserved racial/ethnic groups. LCAP actions should include data-driven cycles of inquiry, ensuring schools regularly analyze subgroup performance and adjust supports accordingly. Finally, the upward trend over time indicates that some strategies are working, but not equitably. This reinforces the importance of scaling effective practices while embedding accountability measures in the LCAP, such as clear metrics for subgroup improvement, progress monitoring, and evaluation of intervention effectiveness. In summary, the data support LCAP actions focused on: strengthening core ELA instruction, expanding targeted interventions for high-need groups, addressing gender-based engagement gaps, and implementing continuous improvement systems to ensure that gains are distributed more equitably across all student groups.

Math Performance Analysis

In 2025, mathematics performance at JCS–Pine Hills indicates that overall achievement remains below standard, with an average distance from standard of 32.7 points below and a decline of 3.5 points from the prior year, despite some longer-term improvement since 2022. Correspondingly, 37.0% of students met or exceeded standards on the CAASPP assessment. From an equity perspective, outcomes vary notably across student groups. Socioeconomically disadvantaged students (27.8% met/exceeded) and students with disabilities (15.1% met/exceeded) demonstrate significantly lower performance than the schoolwide average, with students with disabilities also showing the largest gap in distance from standard (98 points below). Racial and ethnic disparities are also evident: African American students (23.5%) and Hispanic students (32.3%) perform below the overall rate, while White students (40.8%) and students identifying with two or more races (41.9%) perform above it. Although some subgroup data are suppressed due to small sample sizes, available results suggest persistent inequities in both achievement and growth, with some groups (e.g., socioeconomically disadvantaged students) experiencing declines while others show modest gains or stability. Overall, the data highlight a need for targeted supports to address achievement gaps and ensure more equitable math outcomes across student populations.

EAP Performance Analysis for Math focuses on the performance of 11th-grade students and indicates if they are considered EAP College Ready in Math based on 2025 CAASPP scores. Overall, 22.7% of students met or exceeded the standard, indicating relatively low proficiency at this grade level. When disaggregated, disparities across student groups are evident. Students with disabilities slightly outperform the overall average at 23.1%, while socioeconomically disadvantaged students lag notably behind at 16.7%, suggesting a significant equity gap with economic status. By race/ethnicity, Hispanic or Latino students perform at the school average (22.7%), whereas White students fall slightly below at 20.0%. Gender differences are modest but present, with males (23.7%) outperforming females (21.4%). The trend line from year to year shows improvement over time, rising from about 7.9% in 2019 to 22.7% in 2025, despite some fluctuations in the intervening years. Overall, while there has been progress in Grade 11 math achievement, the data underscores persistent inequities among student groups, particularly for socioeconomically disadvantaged students.

Impact on LCAP actions/services: The data suggest that while JCS–Pine Hills has made some progress in Grade 11 mathematics achievement over time, overall performance remains low and unevenly distributed across student groups, pointing to clear implications for LCAP planning. With only 22.7% of students meeting or exceeding standards, math achievement at the secondary level is a broad area of need, requiring continued investment in core instruction, curriculum alignment, and intervention systems. The pronounced gap for socioeconomically disadvantaged students (16.7%) indicates that economic disadvantage is a key driver of inequity, signaling a need for

targeted supports such as expanded tutoring, access to instructional materials, extended learning opportunities, and integrated academic and social-emotional supports. Although students with disabilities slightly outperform the overall average in this snapshot, their performance remains low overall, reinforcing the need for strengthened inclusion practices, co-teaching models, and differentiated instruction aligned to grade-level standards. The relatively small differences across racial/ethnic groups at Grade 11 suggest some narrowing of gaps compared to earlier grades, but performance remains uniformly low, meaning equity efforts should focus not only on closing gaps but also on raising outcomes for all groups. Gender differences, while modest, may warrant monitoring to ensure equitable engagement and access to rigorous math pathways. For LCAP actions and services, these findings support prioritizing (1) targeted math intervention and acceleration at the high school level, (2) resource allocation and evidence-based supports specifically for socioeconomically disadvantaged students, (3) professional development focused on high-quality math instruction and differentiation, and (4) systems for progress monitoring and data-driven decision-making across student groups. Additionally, the upward trend over time suggests that current strategies may be yielding some improvement, so refining and scaling effective practices—rather than wholesale replacement—would likely be a strategic approach. Overall, the data call for a dual focus on improving overall math achievement while intensifying supports for the most underserved student populations.

EL Performance Analysis

Due to data suppression, there is no public data for English Learners at JCS-Pine Hills for ELPAC performance and EL Reclassification Rate. As reflected on the CA Schools Dashboard, JCS-PH only had three (3) English Learners in 2024/2025 who took the Summative ELPAC, and 100% of ELs maintained their ELPI level. The LEA will continue to focus its actions/services on EL development. As EL numbers increase, we will evaluate the effectiveness of the LCAP actions and services.

College and Career Analysis

In 2025, JCS–Pine Hills demonstrates notable improvement in overall college and career preparedness, with 57.1% of students meeting the “Prepared” level—an increase of 4.4 percentage points from the prior year and above the state average of 51.7%. This reflects steady growth over time, rising from 31.5% in 2023 to 51.4% in 2024 and now 57.1% in 2025, while the proportion of “Not Prepared” students has declined from 40.7% to 33.3%. However, an equity-focused review reveals uneven outcomes across student groups and indicators. While some groups, such as White students (70.4% prepared) and socioeconomically disadvantaged students (48.7%, with a notable +9.4 point increase), show strong or improving outcomes, other groups have limited or suppressed data due to small sample sizes, making disparities harder to fully assess. Hispanic students, one of the larger subgroups, experienced a decline in preparedness (-7.6 points to 52.4%), signaling a potential equity concern. Additionally, the A–G completion rate—a key measure of college readiness—remains relatively low at 29.3% overall, with clear gaps by subgroup: 45.8% for White students compared to 23.8% for Hispanic/Latino students, and 37.0% for females versus 22.6% for males. While socioeconomically disadvantaged students slightly outperform the overall average in A–G completion (31.4%), the overall rate suggests that many students who may be classified as “prepared” on the College/Career Indicator are not yet completing the coursework required for four-year college eligibility. Taken together, JCS–Pine Hills is making meaningful progress in increasing overall preparedness, due to community college course completion, but persistent subgroup disparities and relatively low A–G completion rates indicate ongoing equity challenges in ensuring all students have access to and success in rigorous college- and career-aligned pathways.

Impact on LCAP actions/services: The 2025 data suggest that while JCS–Pine Hills is improving overall college and career preparedness, important equity gaps remain that should directly shape LCAP actions and services. The increase to 57.1% “Prepared” indicates that current

strategies—such as community college course access and support, the Bound for Blue incentive program, academic supports, pathway development, or counseling—are having a positive impact and should be sustained and refined. However, the relatively low A–G completion rate (29.3%) signals a misalignment between general preparedness and true college eligibility, suggesting a need to expand access to rigorous coursework and ensure students are both enrolled in and completing A–G sequences. From an equity perspective, subgroup disparities point to the need for more targeted support. The decline in preparedness among Hispanic students and lower A–G completion rates for Hispanic/Latino students and males indicate that universal supports alone are insufficient. LCAP actions should therefore prioritize culturally responsive interventions, targeted academic counseling, and expanded access to A–G courses for underrepresented groups. The strong growth among socioeconomically disadvantaged students suggests that investments in this group are yielding results and should be continued, potentially as a model for other student groups. Additionally, the presence of small subgroup sizes with suppressed data highlights a need for more individualized monitoring systems. LCAP services could include case management approaches, early warning systems, and personalized learning plans to ensure that students in smaller or historically underserved groups (e.g., English learners, students with disabilities) are not overlooked despite limited public data visibility. Overall, the key conclusion for LCAP planning is to maintain and scale effective schoolwide practices while sharpening the focus on equity through targeted, data-informed supports. This includes strengthening A–G access and completion, addressing subgroup disparities (especially for Hispanic students and males), and implementing more precise monitoring systems to ensure all students are on a viable path to college and career readiness.

ACADEMIC ENGAGEMENT DATA

Chronic Absenteeism Analysis

In 2025, JCS–Pine Hills reported a chronic absenteeism rate of 11.4% among all students, representing a notable increase compared to prior years and aligning with a rising trend shown in the historical data (e.g., increasing from 5.2% in 2024 to 8.1% on the dashboard metric and 11.4% in the detailed subgroup report). From an equity perspective, the data reveal clear disparities across student groups. Rates are significantly higher for historically underserved populations, including American Indian or Alaska Native students (30.8%), African American students (14.7%), Hispanic/Latino students (13.8%), and students identifying with two or more races (13.2%), all exceeding the schoolwide average. Similarly, vulnerable program groups such as homeless youth (14.3%), socioeconomically disadvantaged students (14.1%), and students with disabilities (14.0%) also experience disproportionately high absenteeism rates. In contrast, groups such as Asian (7.1%) and White students (8.2%) fall below the overall average, further highlighting inequities. While some subgroup data in the state dashboard are suppressed due to small sample sizes, available indicators (e.g., Hispanic, socioeconomically disadvantaged, and students with disabilities) showing increases in chronic absenteeism reinforce the pattern of widening gaps. Overall, the 2025 data indicate that chronic absenteeism at JCS–Pine Hills is not only increasing but is also unevenly distributed, disproportionately impacting marginalized student populations and underscoring the need for targeted, equity-focused interventions.

Impact on LCAP actions/services: The 2025 chronic absenteeism data for JCS–Pine Hills point to several important conclusions that should directly shape LCAP actions and services. First, the overall rate (11.4%) is rising, indicating that absenteeism is a growing systemic issue rather than an isolated concern. This suggests a need for strengthened Tier 1, schoolwide prevention strategies—such as improved attendance monitoring, family communication, and engagement practices—to address attendance before students become chronically absent. More importantly, the data highlight clear and persistent equity gaps. Student groups such as American Indian or Alaska Native students, African American students, Hispanic/Latino students, and students experiencing homelessness, poverty, or disabilities have

significantly higher absenteeism rates than their peers. This indicates that current universal supports are not sufficient to meet the needs of these groups, and that targeted and differentiated supports (Tier 2 and Tier 3) are necessary. These could include culturally responsive outreach, case management, transportation, or housing-related supports, mental health services, and stronger coordination with community agencies. The disproportionate impact on vulnerable populations also suggests that absenteeism is likely connected to broader barriers such as socioeconomic instability, health challenges, or lack of engagement. Therefore, LCAP actions should move beyond compliance-focused attendance interventions and instead emphasize whole-child approaches, including social-emotional supports, relationship-building, and family partnership strategies. Additionally, the variation across student groups implies a need for more robust data use and progress monitoring. LCAP actions should include clear metrics for subgroup improvement, regular data reviews, and site-level accountability to ensure that interventions are reducing—not maintaining—disparities. In summary, the data call for a dual approach in the LCAP: (1) strengthening universal attendance systems for all students, and (2) investing in targeted, equity-driven supports for student groups most affected by chronic absenteeism, with a strong emphasis on addressing underlying causes and continuously monitoring impact.

Graduation Rate Analysis

In 2025, JCS–Pine Hills achieved a graduation rate of 92.1%, marking a notable increase of 4.2 percentage points from the prior year and exceeding the state average of 87.8%. This upward trend reflects strong overall performance, with the school reaching its highest rate in recent years (up from 87.8% in 2024). From an equity perspective, available subgroup data show both strengths and limitations. Hispanic students achieved a 100% graduation rate, significantly outperforming state averages and indicating strong outcomes for this group, while socioeconomically disadvantaged students graduated at 89.7%, slightly below the overall rate but still above the state benchmark for similar students. White students graduated at 88.9%, slightly below the schoolwide average, and gender data show higher outcomes for females (96.4%) compared to males (88.6%). However, many student groups (e.g., African American, English Learners, Students with Disabilities) have suppressed data due to small cohort sizes, limiting a full equity analysis. Overall, while JCS–Pine Hills demonstrates high and improving graduation outcomes, equity analysis suggests strong performance for some key groups alongside gaps in visibility for others, highlighting the importance of continued monitoring of subgroup outcomes as enrollment sizes allow.

Impact on LCAP actions/services: From an LCAP perspective, this leads to a few key implications. The school should continue investing in broad, schoolwide strategies that are clearly working (e.g., individualized learning plans, academic counseling, and flexible pathways to graduation), while also strengthening targeted supports for underrepresented and small student groups. Even though data is suppressed, these groups—such as English Learners, students with disabilities, and African American students—should remain a priority through proactive monitoring, case management, and differentiated interventions to prevent them from being overlooked. Additionally, the gender gap (higher graduation rates for females than males) suggests a need for targeted engagement and mentoring strategies for male students, potentially including attendance interventions, mentorship programs, or career pathway alignment to increase relevance and persistence. The slightly lower outcomes for socioeconomically disadvantaged students relative to the overall rate also support continued LCAP investments in wraparound services, such as mental health support, family outreach, and access to resources that address barriers to completion. Finally, the lack of robust subgroup data highlights a systems-level need within the LCAP to improve data collection, disaggregation, and internal progress monitoring. Actions could include developing early warning systems, tracking cohort progress more frequently, and using qualitative data (student voice, case studies) to supplement small-N gaps. Overall, the data points to a strong foundation, but the LCAP should emphasize sustaining success while sharpening its focus on equity-driven, targeted supports and improved data practices to ensure all student groups are fully served.

CONDITIONS AND CLIMATE

Suspension Rate Analysis

In the 2025 school year, JCS–Pine Hills reported an overall suspension rate of 1.0%, meaning a relatively small proportion of students were suspended at least one day during the year. While this rate is low overall and comparable to prior years (returning to 1.0% after a dip to 0.5% in 2024), equity considerations reveal meaningful disparities among student groups. From an equity perspective, suspension rates vary significantly across racial and student subgroups. African American students experienced a notably higher suspension rate of 2.8%, and Asian students had the highest reported rate at 6.7%, both well above the school average. Hispanic students and students with disabilities were also suspended at elevated rates (1.6% each), while socioeconomically disadvantaged students had a slightly higher-than-average rate of 1.2%. In contrast, White students (0.5%), students identifying with two or more races (0.0%), and American Indian students (0.0%) had lower rates, though some of these groups are very small, which may affect reliability. Additional disparities appear across program and demographic lines: male students (1.8%) were suspended at a much higher rate than female students (0.2%), and homeless youth reported 0.0%, though small sample sizes may mask underlying trends. Overall, while the school’s suspension rate is low in aggregate, the disproportionate impact on certain racial groups, students with disabilities, and male students suggests ongoing equity concerns, indicating a need for targeted supports and interventions to ensure discipline practices are applied more consistently and fairly across all student populations.

Impact on LCAP actions/services: Implications for LCAP actions and services include strengthening a multi-tiered system of supports (MTSS) with a focus on prevention. The data supports investing in Tier 1 universal strategies such as positive behavior interventions and supports (PBIS), restorative practices, and culturally responsive classroom management to reduce the need for exclusionary discipline overall. At the same time, the disproportionality indicates a need for targeted Tier 2 and Tier 3 interventions, including behavioral counseling, mentoring, and individualized support plans for student groups experiencing higher suspension rates. There is also a clear need to prioritize equity-focused professional development for staff. Training in implicit bias, culturally responsive practices, and trauma-informed approaches can help ensure discipline decisions are more consistent and equitable across student groups. Additionally, LCAP actions should include ongoing data monitoring by subgroup, with clear metrics and accountability structures to track whether disparities are narrowing over time. Finally, the data points to the importance of family engagement and student voice, particularly among disproportionately impacted groups, to better understand root causes and co-develop solutions. This could be reflected in LCAP services that expand outreach, strengthen relationships with families, and incorporate student feedback into school climate and discipline policies. Overall, the data suggest that while the system is relatively low-suspending, targeted, equity-driven improvements are necessary to ensure all student groups experience safe, supportive, and fair learning environments.

Local Climate Survey (HSA)

All Students: In Fall 2024, JCS-Pine Hills administered PEAR's Holistic Student Assessment (HSA) to all students in grades 4–12, with 351 students completing the survey. The HSA, designed to support social-emotional development, evaluates students across 14 scales grouped into three domains: resiliencies, relationships, and learning and school engagement. Using a 3-tiered model similar to RTI and PBIS, Tier 1 indicates students with mostly strengths, Tier 2 reflects a mix of strengths and challenges, and Tier 3 identifies students in or nearing crisis. Overall, students are distributed across support need tiers with 41.3% in Tier 1, 39.6% in Tier 2, and 19.1% in Tier 3, indicating a fairly even spread with a slight concentration in lower-need tiers. On average, students demonstrate more strengths (3.1 per student) than challenges

(2.5), suggesting a generally positive developmental profile. The most common strengths include empathy (about 39%), school bonding, emotion control, and relationships with adults and peers, while the most prevalent challenges include assertiveness, learning interest, perseverance, academic motivation, and critical thinking.

The equity analysis across student groups reveals meaningful differences in strengths, challenges, and levels of support needed. Hispanic/Latino students (96 students) show a relatively strong overall profile, with higher-than-average strengths (3.5) and lower challenges (2.1), and a large proportion in Tier 1 (44.8%), indicating generally positive outcomes. Their strengths are particularly evident in empathy, school bonding, and relationships with adults, though challenges persist in assertiveness, learning interest, and action orientation. This suggests that while Hispanic students are demonstrating strong social-emotional assets, targeted support in confidence and academic engagement could further improve outcomes. Gender differences are notable. Female students (167 students) demonstrate the strongest outcomes of any subgroup, with the highest average strengths (3.4) and among the lowest challenges (2.1), and nearly half (47.9%) in Tier 1. Their strengths are especially pronounced in empathy, school bonding, and emotional control, while challenges are relatively low across categories. In contrast, male students (168 students) show lower strengths (3.0) and higher challenges (2.7), with fewer in Tier 1 (36.3%) and more in Tier 3 (22.6%). Boys experience higher rates of challenges in learning interest, assertiveness, and academic motivation, indicating a need for additional support in engagement, persistence, and self-regulation. This gender gap suggests that male students are at greater risk for social-emotional and academic difficulties compared to their female peers. Students with disabilities (71 students) demonstrate some of the most significant disparities. This group reports substantially lower strengths (2.2) and higher challenges (3.2), with only 25.4% in Tier 1 and a large proportion in Tier 2 and Tier 3. Challenges are especially elevated in perseverance, critical thinking, assertiveness, and optimism, while strengths are comparatively low across all domains. These patterns indicate that students with disabilities face systemic barriers impacting both skill development and well-being, underscoring the need for intensive, targeted supports and inclusive practices. Low-income students (free/reduced lunch, 21 students) show the greatest level of need across all groups. They have the lowest strengths (1.8) and highest challenges (4.0), with a majority of students in Tier 2 and Tier 3 (over 75% combined). The chart on page 1 highlights extremely high rates of challenges in learning interest (over 50%) and significant difficulties across optimism, reflection, and peer relationships. Strengths are limited and uneven, suggesting that these students may experience compounded academic and social-emotional barriers. Compared to all other groups, low-income students are the most underserved and in need of comprehensive supports. Overall, the data indicates that while Hispanic students and female students are demonstrating relatively strong outcomes, male students, students with disabilities, and especially low-income students experience greater challenges and higher levels of need. These disparities point to systemic inequities and highlight the importance of targeted, group-specific interventions to promote more equitable student outcomes.

The equity analysis comparing Academy students and Home Study students shows generally similar but slightly differentiated outcomes, with Home Study students demonstrating modestly stronger overall social-emotional profiles. Academy students (190 students) have average strengths of 3.0 and challenges of 2.4, with 42.1% in Tier 1, 40.0% in Tier 2, and 17.9% in Tier 3. Their strongest areas include empathy, emotion control, and school bonding, while their most common challenges are in assertiveness, learning interest, and academic motivation. This indicates a relatively balanced profile, though a sizable portion of students still fall into moderate or higher levels of need (nearly 58% in Tiers 2 and 3 combined), suggesting ongoing opportunities to strengthen engagement and confidence-related skills. Home Study students (159 students) demonstrate slightly higher strengths (3.2) but also slightly higher challenges (2.5), with 40.3% in Tier 1, 39.6% in Tier 2, and 20.1% in Tier 3. Their strengths are particularly strong in empathy, school bonding, and relationships with adults, while challenges cluster around assertiveness, academic motivation, perseverance, and critical thinking. Compared to Academy students, Home Study students show a slightly greater concentration in Tier 3 and somewhat higher rates of challenges in academic-related domains, despite having marginally stronger overall strengths. Overall, both groups exhibit more strengths than challenges, but the differences suggest nuanced equity

considerations. Academy students show slightly lower challenges and fewer high-need students, while Home Study students demonstrate stronger relational and emotional assets but somewhat greater academic and persistence-related challenges. These patterns imply that Academy settings may provide more structured support that reduces higher-tier needs, while Home Study environments may foster strong relationships and self-awareness but require additional support in academic motivation and skill development to ensure equitable outcomes across settings.

Impact on LCAP actions/services: The patterns across groups point pretty clearly to where LCAP actions and services should be strengthened, differentiated, and monitored for impact. First, there is a strong case for targeted supports for high-need groups—especially low-income students and students with disabilities. These groups show significantly lower strengths and much higher challenges, with large proportions in Tier 2 and Tier 3. That suggests LCAP actions should prioritize expanded Tier 2 and Tier 3 interventions, such as increased counseling services, targeted SEL skill-building (e.g., perseverance, self-management, academic motivation), and integrated academic supports. It also implies a need for coordinated MTSS implementation, ensuring that students are systematically identified and receive timely, evidence-based interventions. Second, the consistent challenges in learning interest, academic motivation, and assertiveness across multiple groups (boys, low-income students, students with disabilities, and even across program types) indicate a need for LCAP investments in engagement-focused instructional strategies. This could include project-based learning, culturally relevant pedagogy, and student voice initiatives. Professional development for teachers should emphasize strategies that build agency, confidence, and relevance in learning, particularly for students who are disengaging. Third, gender differences—where boys demonstrate higher challenges and lower strengths compared to girls—suggest a need for gender-responsive supports. LCAP actions might include mentoring programs, SEL curricula that explicitly address self-regulation and identity development for boys, and increased opportunities for relationship-building with trusted adults. These supports should not isolate boys, but rather ensure instruction and climate strategies are inclusive of different engagement and behavioral needs. Fourth, the relatively strong outcomes for Hispanic/Latino students and female students should not lead to complacency but instead inform asset-based scaling of effective practices. Their higher strengths in areas like empathy, relationships, and school bonding suggest that existing practices (e.g., relationship-centered environments, inclusive climate efforts) are working and should be expanded across settings and student groups. Fifth, differences between Academy and Home Study students highlight the importance of program-specific supports. Home Study students show strong relational assets but somewhat higher academic and persistence-related challenges, suggesting LCAP services should include structured academic check-ins, goal-setting systems, and accountability supports in independent learning environments. Academy students, while slightly more balanced, still have a large proportion in Tier 2, indicating a need to strengthen universal (Tier 1) supports to reduce the number of students needing additional intervention. Finally, across all analyses, there is a clear need for expanded and integrated social-emotional learning (SEL). Because strengths like empathy and relationships are relatively high while skills like perseverance, critical thinking, and motivation lag, LCAP actions should move beyond basic SEL exposure to explicit skill development tied to academics—for example, embedding SEL into instruction, using advisory periods effectively, and aligning SEL goals with measurable outcomes. In short, the data suggests LCAP priorities should focus on: strengthening MTSS systems, targeting high-need groups with intensive supports, improving student engagement and motivation, differentiating by gender and program, and scaling relationship-based practices that are already producing strong outcomes.

Reflections: Technical Assistance

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

JCS-Pine Hills does not meet the requirements for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - JCS-Pine Hills is not eligible for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	School Site Council Meetings (Group Discussion/Open Forum) - November 2025, February 2026, May 2026
Parents, Students, 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 was primarily collected via surveys. Qualitative data was collected via multiple engagement processes, including surveys and discussions at meetings and events.

PARTNER FEEDBACK AROUND LCAP GOAL 1 (CONDITIONS OF LEARNING)

Overall, the quantitative ratings collected from surveys show a consistently positive perception of equitable learning conditions across the district. On a 5-point scale, respondents rated statements such as access to equitable learning opportunities (~4.38 average), quality of resources and staff (~4.22), and the impact of investments on student outcomes (~4.20) quite highly. Staff-specific responses (a smaller

subset) were also generally favorable, particularly regarding workload (~4.44) and professional development (~4.25), though perceptions of facilities were slightly lower (~3.81), suggesting a relative area of concern.

Qualitative responses, collected via multiple engagement processes, reinforce these trends. Participants frequently highlighted strong communication, supportive staff (including IEP services), and access to educational resources as key strengths. At the same time, suggestions for improvement focused on expanding access to specialized programs and support (especially for diverse learning needs), improving facilities, and increasing equitable distribution of resources and opportunities across students. A few comments also pointed to the need for better infrastructure and more individualized support for students with specific challenges.

In summary, the data indicates that stakeholders broadly view the district as providing high-quality and equitable learning conditions, but with clear opportunities to improve facilities, targeted student supports, and consistency of resource access to ensure all students benefit equally.

PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)

Feedback reflects generally very strong perceptions of student outcomes and readiness, particularly from the student perspective. Quantitative student-facing questions received uniformly high ratings (all averaging 5.0 out of 5), indicating that students feel well-supported, respected, and prepared for the future. They report having equal access to opportunities, engaging class experiences, helpful teacher feedback, and strong encouragement to succeed, along with confidence in developing essential skills like problem-solving and communication.

Family and staff responses are also positive, though slightly more varied. Families largely feel welcomed and respected (~4.70) and believe their children are supported and challenged (~4.57), with solid perceptions of teaching quality and equitable opportunities. Staff responses suggest confidence in instructional practices, particularly around differentiation and use of assessment data (~4.5–4.75), though lower ratings in areas like professional development (~3.25) and access to instructional materials (~3.5) point to potential areas for improvement. Broader outcomes related to college and career readiness are viewed favorably (generally around 4.0–4.25), though slightly less strongly than day-to-day classroom experience.

At the School Site Council Meeting in February 2026, a parent member shared that teachers use effective strategies but suggested using Canvas more consistently to improve assignment management and tracking for parents. She also noted that communication between teachers and students is generally effective, though response times vary, outlining acceptable response times for staff communications as 24-48 hours for most inquiries and same-day responses for home study work. A student member of the School Site Council provided positive feedback on teaching quality, noting that teachers effectively explain lessons and provide timely feedback on assignments. Teacher members discussed how they assess and meet students' cultural needs through one-on-one meetings, family discussions, and data-driven adjustments to instruction.

Overall, the data suggests that stakeholders—especially students—view the district as highly effective in fostering positive learning experiences, equitable treatment, and skill development for future success, while highlighting opportunities to strengthen staff support systems, instructional resources, and long-term pathway alignment.

PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)

Partner feedback reflects a strongly positive perception of school climate and culture across students, families, and staff. Overall ratings to quantitative questions are high, with respondents indicating that schools provide a supportive and welcoming environment (~4.89), and that leadership effectively promotes trust, belonging, and collaboration (~4.78). Families in particular report feeling welcomed, respected, and supported, with strong scores for communication, cultural respect, and staff responsiveness (generally around 4.5–4.7). Respondents also feel they have meaningful opportunities to engage with schools and contribute to decision-making.

Measures of inclusion and relationships are similarly positive. Participants report that diversity and inclusion are reflected in school practices (~4.67), and that students and families are treated fairly and respectfully (~4.0–4.5 range). There is also a strong sense that staff care about students and foster environments where individuals feel valued and able to express themselves. However, slightly lower ratings in areas such as feeling fully comfortable being oneself (~3.98), fair responses to problems (~3.96), and ensuring all voices are heard (~4.03) suggest opportunities to deepen inclusivity and consistency in how concerns are addressed.

Qualitative responses reinforce these findings, frequently highlighting positive relationships, communication, and opportunities for family involvement as key strengths. Suggestions for improvement focus on increasing engagement opportunities (especially for homeschool families), expanding community events, and ensuring more consistent inclusion and communication across all groups.

In summary, the data indicates that partners view the district's climate and culture as highly supportive, respectful, and inclusive, while pointing to opportunities to further strengthen voice, belonging, and consistency in equitable practices across the school community.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Pine Hills, citing aspects such as high-quality teachers, curriculum and enrichment choice, and flexibility. Suggestions for improvement include enhancing physical facilities with concerns for safety and accessibility (for example, campus fencing, roofing repairs, outdoor recreational areas, and construction/development surrounding the Madison campus) are a high priority among partners. The need for facility improvements is also evidenced through the annual FIT tool, which was rated "Fair" in 2024 due to deficiencies at all three campuses (Vallejo, Madison, and Palm Desert), such as roofs, leaks causing interior damage, and exposed wiring. Additionally, providing more engaging/creative assignments, enhanced technology, and increasing support for students with disabilities and socio-economically disadvantaged students were called out in SSC group discussions, survey data, and structured conversations. This need is also evidenced through equity gaps on the CA Schools Dashboard. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems					
1.3	Percentage of EL students with access to ELD standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%	2024/2025 - 100%	2024/2025 - 100%	2027/2028 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Fine	Fall 2024 - Fair	Fall 2025 - Good	Fall 2026 - Good	Incline (+1 FIT Level)
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 22% Full Implementation and Sustainability (5) 52% Full Implementation (4) 22% Initial Implementation (3) 4% Beginning Development (2) 0% Exploration and Research Phase (1)	Spring 2025 9% Full Implementation and Sustainability (5) 91% Full Implementation (4) 0% Initial Implementation (3) 0% Beginning Development (2) 0% Exploration and Research Phase (1)	Spring 2026 13% Full Implementation and Sustainability (5) 87% Full Implementation (4) 0% Initial Implementation (3) 0% Beginning Development (2) 0% Exploration and Research Phase (1)	Spring 2027 >85% Full Implementation	Increase (+26% Full Implementation)
1.6	Report Rating(s) for ELD within the Local Indicator	Spring 2024 Professional Learning - Level 4	Spring 2025 Professional Learning - Level 4	Spring 2026 Professional Learning - Level 4	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 Self-Reflection Tool	Instructional Materials - Level 5 Staff Support/Feedback - Level 3	Instructional Materials - Level 4 Staff Support/Feedback - Level 4	Instructional Materials - Level 4 Staff Support/Feedback - Level 4		Instructional Materials - Decline (-1 Level) Staff Support/Feedback - Increased (+1 Level)
1.7	Report Rating(s) for Programs and Services within the Local Performance Priority 7 Self-Reflection Tool for all students, unduplicated student groups, and students with exceptional needs	Spring 2024 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2025 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2026 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2027 100% of all students including SwD and unduplicated students have access to programs and services.	Maintained
1.8	TK Enrollment (SIS)	Spring 2024 - 10 students	Spring 2025 (P2) - 20 students	Spring 2026 (P2) - 40 students	Spring 2027 - 40 students	Increase (+30 students)

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. While there were no substantive differences in planned actions and actual implementation, there are some substantive differences between Budgeted Expenditures and Estimated Actual Expenditures, as reported below.

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.

1.5 - Copier expenses for printed materials were more than projected. As a result, 26/27 projected expenditures have been increased from \$11,000 to \$30,000.

1.7 - All costs related to facilities were in the service of Physical Safety, including campus improvements, janitorial, pest control, security (alarm) subscriptions, etc. Many big (expensive) facility projects occurred in the previous year (24/25), and fewer were needed in 25/26. Based on this, the School would normally decrease expenses related to Action 1.7, but in anticipation of adding the Hemet facility in 26/27, the School will increase projected expenditures related to Physical Safety and Facilities from \$150,000 to \$300,000.

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

The LCAP actions associated with Goal #1 appear to be largely effective in ensuring equitable conditions of learning, particularly in the areas of staffing, instructional materials, student access to programs, and support for English Learners. Evidence from the progress monitoring metrics shows that the district maintained 100% appropriately assigned and credentialed teachers over multiple years, indicating strong implementation of Action 1.1 (Highly Qualified Teachers) and Action 1.9 (Professional Development/Induction). Similarly, the district maintained 100% student access to standards-aligned instructional materials and English Language Development (ELD) materials, demonstrating successful implementation of Actions 1.2 and 1.4 focused on curriculum, instructional resources, and ELD supports.

The actions related to programs and services for students with disabilities and unduplicated student groups also appear effective. The Local Indicator Priority 7 self-reflection data showed that 100% of students, including Students with Disabilities and unduplicated pupils, continued to have access to programs and services across all reporting years. This reflects positive progress connected to Action 1.8, which emphasizes broad access to personalized supports, quality services, and inclusive educational opportunities.

Additionally, implementation of standards-aligned curriculum and instructional support appears to have strengthened teaching and learning conditions. The district's actions included replenishing curriculum, improving accessibility, providing hands-on supplements, building staff capacity, and training both staff and families in the use of standards-aligned resources. Survey feedback from educational partners further suggests that families, students, and staff generally perceive instructional materials, teacher quality, and equitable access to resources positively, with many respondents identifying strong communication, access to materials, and supportive staff as strengths contributing to equitable learning conditions.

The School has improved its ability to maintain safe, clean, and functional facilities through ongoing assessment of campuses, janitorial services, repairs, and building improvements. Importantly, the updated School Facility Inspection Tool (FIT) data now reflects an "Incline (+1 FIT Level)" rather than a decline, with facility ratings moving from "Fair" in Fall 2024 toward a target of "Good" by Fall 2025 and Fall 2026. This demonstrates measurable progress in improving school facility conditions and suggests that investments in physical safety and campus maintenance are beginning to produce positive outcomes. Stakeholder feedback also reflected appreciation for clean, safe, and welcoming learning environments, although some respondents continued to identify facilities upgrades and modernization as areas for continued growth.

There were also mixed results related to ELD implementation. Although professional learning and staff support improved or remained stable, instructional materials for ELD declined from a Level 5 to a Level 4 rating. This suggests that while Action 1.4 successfully maintained access to ELD materials overall, there may be concerns regarding the consistency, quality, or implementation fidelity of those materials across programs. Survey responses also identified areas where partners would like increased access to instructional technology, expanded intervention supports, and improved facility conditions to further strengthen equity.

Technology-related actions demonstrated moderate effectiveness. Actions 1.5 and 1.6 focused on providing devices, internet access, and technology support services to students and staff. Partner feedback generally reflected appreciation for available technology resources and instructional materials, especially for students participating in nontraditional or independent study settings. However, some responses indicated continued interest in expanded access to updated equipment, stronger internet support, and additional instructional resources, suggesting that equitable access to technology remains an ongoing need rather than a fully resolved issue.

Transitional Kindergarten implementation has also been successful, with the enrollment population of TK students growing significantly and reaching the Year 3 desired outcome in Year 2. The School is providing effective programs, staffing, resources, and materials to support growth, and partner feedback acknowledges that parents are grateful for the early education expansion, especially for low-income and students with disabilities.

Overall, the evidence indicates that the LCAP actions under Goal #1 have been effective in maintaining equitable staffing, ensuring access to standards-aligned instructional materials, expanding programs and services, and supporting inclusive educational opportunities. At the same time, the School continues to face challenges related to the consistency of ELD instructional implementation, and long-term technology and infrastructure needs. Continued monitoring and targeted investment in these areas will be important to fully achieve the goal of 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.

While there are no significant changes, and the School will not add or abandon any metrics or actions related to Goal 1, the School is seeking a material revision from its authorizing district (Riverside County Board of Education) to add a resource center in Hemet, CA. The resource center will allow the School to grow enrollment and more supportively serve existing families in the area. Anticipating that the material revision is approved by RCBOE, the School is increasing projected expenditures for Actions 1.2 by 10% to support additional student materials and 1.7 by \$150,000 (approximately \$12,000/month) to physical safety and facility costs.

Additionally, in reviewing the 25/26 LCAP, the School has recognized that a clerical error occurred last June, resulting in mistakes in the adopted 25/26 LCAP, which were misaligned with the intended planning. The errors include:

- The title of Action 1.1 was incorrect. It was supposed to be Highly Qualified Teachers, not TK-8 Standards-aligned Curriculum & Materials. The description and total funds are correct, but it is not supposed to be a contributing action.
- The title of Action 1.2 was incorrect. It was supposed to be TK-8 Standards-aligned Curriculum & Materials, not Physical Education. The description and total funds are correct, but it IS supposed to be a contributing action. While this issue is concerning when considering S&C totals, the School ultimately had enough of a cushion to not have any carryover.
- The title of Action 1.3 was left blank, and it is supposed to be Physical Education.

The LEA has corrected these errors in the 26/27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	K-8 Standards-aligned Curriculum & Materials	Ensure all K-8 students are using 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.	\$165,000.00	Yes
1.3	Physical Education	Provide curriculum, materials, resources, and professional development to enhance standards-aligned physical education and health, including Positive Prevention Plus. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$20,000.00	No
1.4	ELD Curriculum, Materials, and Instructional Support	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework. Note-- Although this action is in service of unduplicated pupils, it is considered a base service; therefore, it is not contributing.	\$1,500.00	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.	\$30,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$160,000.00	No
1.7	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	\$300,000.00	No
1.8	Programs & Services	Continue to provide programs & services for Unduplicated Pupils identified as Students with Disabilities such that students have access to a broad	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)		
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	\$20,000.00	No
1.10	TK Expansion	Increase program options for Transitional Kindergarten students to include Academy and Learning Center classes. Provide the necessary staffing, professional development, curriculum, and other resources to ensure a high quality early education program for students.	\$150,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance and College and Career Readiness Indicators on the CA Dashboard, as well as partner input, we've determined the school needs to dedicate resources, time, and attention to providing high-quality, equitable, and responsive instruction so all students can succeed at high levels. While impressive growth in academic achievement has been demonstrated throughout the last several years, and we see performance trending upward, as evidenced through CAASPP/CAST data, all students must continue increasing communication and critical thinking skills in Language Arts, Math, and Science. This is especially important for unduplicated students who have lower performance levels on the CA School Dashboard, specifically Students with Disabilities in Math (red indicators in 2023 and 2025). Additionally, secondary students need increased opportunities to be prepared for life after graduation and be considered College and Career Ready, including a-g course access, dual enrollment, and career-technical education (CTE) opportunities. Through a lens of equity, the school will focus on the needs of ALL students, ensuring significant subgroups and unduplicated groups have comparable student outcomes. This includes the school's ability to support Students with Disabilities with math achievement and 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 benchmark assessments such as NWEA and DIBELS. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard)	Spring 2023 All: +8.5 (Green) SED: -11.2 (Orange) SwD: -53.6 (Orange) Hispanic: -9.5 (Orange)	Spring 2024 All: +7.8 (Yellow) SED: -17.5 (Orange) SwD: -62.7 (Orange) Hispanic: +0.9	Spring 2025 All: +6 (Yellow) SED: -16.9 (Orange) SwD: -60.3 (Orange)	Spring 2026 All: > +10 (Green) SED: > -5.0 (Yellow) SwD: > -44.6 (Yellow)	All: -2.5 SED: -5.7 SwD: -6.7 Hispanic: +12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: +2.8 (Orange)	Hispanic: > -5.0 (Yellow)	
2.2	CAASPP Math DFS (CA Dashboard)	Spring 2023 All: -37.5 (Yellow) SED: -61.8 (Yellow) SwD: -106.9 (Red) Hispanic: -53 (Yellow)	Spring 2024 All: -29.2 (Yellow) SED: -51.5 (Yellow) SwD: -98.3 (Orange) Hispanic: -38.3	Spring 2025 All: -32.7 (Orange) SED: -55.1 (Orange) SwD: -98 (Red) Hispanic: -37.6 (Orange)	Spring 2026 All: > -25.0 (Green) SED: > -25.0 (Green) SwD: > -97.9 (Orange) Hispanic: > -25.0 (Green)	All: +4.8 SED: +6.7 SwD: +8.9 Hispanic: +15.4
2.3	% of 11th Grade students who Met/Exceeded Standard in ELA to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 78.69% SED: 75% SwD: N/A Hispanic: 76.47%	Spring 2024 All: 75% SED: 61% SwD: 13% Hispanic: 77%	Spring 2025 All: 70% SED: 67% SwD: 39% Hispanic: 73%	Spring 2026 All: > 65% SED: > 65% SwD: > 25%, if available Hispanic: > 65%	All: -8.69% SED: -8% SwD: +26% Hispanic: -3.47%
2.4	% of 11th Grade students who Met/Exceeded Standard in Math to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 32.79% SED: 0% SwD: N/A Hispanic: 29.41%	Spring 2024 All: 36% SED: 33% SwD: 13% Hispanic: 23%	Spring 2025 All: 42% SED: 37% SwD: 23% Hispanic: 50%	Spring 2026 All: > 35% SED: > 35% SwD: > 15%, if available Hispanic: > 35%	All: +9.21% SED: +37% SwD: +10% Hispanic: +20.59%
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test	Fall23 Achievement %: 67th Percentile Spring24 Achievement %: 61st Percentile Fall23-Spring24 Growth %: 45th Percentile	Fall 2024 Achievement: 64th Percentile Spring 2025 Achievement: 62nd Percentile Fall 23 - Spring 24 Growth: 47th Percentile	Fall 2025 Achievement: 72nd Spring 2026 Achievement: 73rd Fall 25 - Spring 26 Growth: 57th	Spring27 Achievement: >50th Percentile Fall23-Spring24 Growth: >50th Percentile	Fall Achievement: +5 Spring Achievement: +12 Fall to Spring Growth: +12
2.6	Average achievement & growth percentile on the NWEA MAP Math Test	Fall23 Achievement: 56th Percentile Spring24 Achievement: 64th Percentile	Fall 2024 Achievement: 59th Percentile	Fall 2025 Achievement: 66th Spring 2026 Achievement: 65th	Spring27 Achievement: >50th Percentile Fall23-Spring24	Fall Achievement: +10 Spring Achievement: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall23-Spring24 Growth: 66th Percentile	Spring 2025 Achievement: 61st Percentile Fall 23 - Spring 24 Growth: 58th Percentile	Fall 25 - Spring 26 Growth: 57th	Growth: >50th Percentile	Fall to Spring Growth: -9
2.7	% of SST students meeting CAASPP growth goal (21+ points)	Spring 2023 to Spring 2024 ELA: 56% Math: 38%	Spring 2024 - Spring 2025 ELA: 64% Math: 50%	Spring 2025 - Spring 2026 ELA: 86% Math: 100%	Spring 2026 to Spring 2027 ELA: >65% Math: >50%	ELA: +30% Math: +62%
2.8	% of SST student meeting NWEA MAP growth goal	Fall 2023 to Spring 2024 Reading: 45% Math: 62%	Spring 2024 - Spring 2025 ELA: 43% Math: 77%	Spring 2025 - Spring 2026 ELA: 52% Math: 40%	Spring 2026 to Spring 2027 Reading: >65% Math: >65%	Reading: +7% Math: -22%
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline determined in Year 1	2024/2025 ELA: 35% Math: 48%	Spring 2025 - Spring 2026 ELA: 35% Math: 40%	2026/2027 ELA: >60% Math: >60%	ELA: Maintained Math: -8%
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 37.74% SED: 36.36% SwD: 14.28% Hispanic: 35.08%	Spring 2024 All: 42.1% (-7 DFS) SED: 28.8% SwD: 14.3% Hispanic: 40.7% EL: --	Spring 2025 All: 41.18% SED: 32.91% SwD: 16.66% Hispanic: 50.95%	Spring 2026 All: > 40% SED: > 40% SwD: > 20% Hispanic: > 40%	All: +3.44% SED: -3.45% SwD: +2.38% Hispanic: +15.87%
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 33%	Fall 2024 EL: 20%	Fall 2025 EL: 50%	Fall 2026: EL: > 35%	EL: +17%
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Local Calculation)	Spring 2023 EL: 67%	Spring 2024 EL: 33%	Spring 2025 EL: 100%	Spring 2026 EL: > 75%	EL:+33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	College and Career Indicator (CA Dashboard)	Spring 2023 All: +31.5 (Low) SED: +31.8 SwD: +12.5 Hispanic: +28.6	Spring 2024 All: 51.4% (Green) SED: 35.7% SwD: 20% Hispanic: 55%	Spring 2025 All: 57.1% (Green) SED: 48.7% SwD: N/A Hispanic: 52.4%	Spring 2026 All: > +37.5 (Green) SED: > +37.8 (Green) SwD: > +21.5 (Yellow) Hispanic: > +35 (Green)	All: +25.6% SED: +16.9% SwD: N/A Hispanic: +23.8%
2.14	% of students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2023 All: 22%	Spring 2024 All: 24.3% SED: 10.7% SwD: 0% Hispanic: 30%	Spring 2025 All: 27% SED: 28.2% SwD: N/A Hispanic: 23.8%	Spring 2026 All: > 30%	All: +5% SED: +17.5% SwD: N/A Hispanic: -6.2%
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2025 All: 1.6% SED: 2.6% Hispanic: 0%	Spring 2026 All: > 10%	All: +1.6% SED: +2.6% Hispanic: Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2025 All: 1.6% SED: 2.6% Hispanic: 0%	Spring 2026 All: > 5%	All: +1.6% SED: +2.6% Hispanic: Maintained
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2023 All: 0%	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	All: Maintained
2.18	"% of students completing at least 1 college credit course in high school (SIS)"	Spring 2024 Overall: 27% SED: 4% SwD: 9%	Spring 2025 Overall: 34% SED: 20% SwD: 15%	Spring 2026 All: 34% SED: 7% SwD: 24%	Spring 2027 Overall: > 40% SED: > 20% SwD: >15%	All: +7% SED: +4% SwD: +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20/21 Cohort: 52% 21/22 Cohort: 19% 22/23 Cohort: 30% 23/24 Cohort: 0%	21/22 Cohort: 47% 22/23 Cohort: 46% 23/24 Cohort: 17% 24/25 Cohort: 26%	22/23 Cohort: 46% 23/24 Cohort: 33% 24/25 Cohort: 35% 25/26 Cohort: 19%		
2.19	"% of students completing 2 or more college credit courses in high school (SIS)"	Spring 2024 Overall: 16% SED: 4% SwD: 2% 20/21 Cohort: 41% 21/22 Cohort: 8% 22/23 Cohort: 11% 23/24 Cohort: 0%	Spring 2025 Overall: 13% SED: 13% SwD: 5% 21/22 Cohort: 22% 22/23 Cohort: 28% 23/24 Cohort: 5% 24/25 Cohort: 0%	Spring 2026 All: 18% SED: 4% SwD: 6% 22/23 Cohort: 39% 23/24 Cohort: 16% 24/25 Cohort: 11% 25/26 Cohort: 4%	Spring 2027 Overall: > 25% SED: > 10% SwD: > 5%	All: +2% SED: Maintained SwD: +4%

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. While there were no substantive differences in planned actions and actual implementation, there are some substantive differences between Budgeted Expenditures and Estimated Actual Expenditures, as reported below. These differences were due to the LEA under/over-estimating expenditures for full implementation of the action, a significant (unexpected) need aligned to full implementation of the action, or a decrease in expenses due to shared costs among the JCS network of charter schools.

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

2.1 - The action was carried out as planned, and Tier I professional development for increased academic outcomes occurred consistently throughout the school year in the form of Job-alike/PLC collaboration, In-house training and coaching, and training/consultations with outside professionals. Effective personnel expenses contributed to increased expenditures and, as a result, the School will increase 26/27 expenditures for this action from \$50,000 to \$60,000.

2.3 - This action was carried out as planned and, while there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures, the School received approximately \$32,000 in LREBG funding after the 25/26 LCAP was adopted. The School decided to spend the LREBG funds in 25/26 and, after a needs assessment with partner input was conducted, decided to apply the LREBG allocation toward Tier II Instructional Support in ELA & Math. As a result, this action is contributing \$30,000 (instead of \$62,000) of LCFF funding toward improved services.

2.11 - The action was carried out as planned. There was sufficient inventory of Bound for Blue collectables, purchased in previous years; therefore, the school did not need to purchase new material incentives. As a result (and in consideration of current inventory), the 26/27 projected expenditures have been decreased from \$7,500 to \$2,500.

2.15 - This action was carried out as planned, and the school provides CTE pathways and access, including a pilot program with a small group of committed students. Overall, there has been less student interest in CTE courses, outside of the students in the pilot program; therefore, 25/26 expenditures were over-projected. In the 26/27 LCAP, the school is decreasing projected expenditures for this action from \$6,000 to \$3,000.

2.16 - This action was carried out as planned. The School slightly overbudgeted, and the Scoir subscription was approximately \$1500 less than projected. In 26/27, this action is being revised since the School is replacing SCOIR with California College Guidance Initiative (CCGI). CCGI is free for California students, although the School will consider personnel costs associated with implementing the program with fidelity when projecting expenditures.

2.18 - This action was carried out as planned. Increased services/personnel to support the ACCESS program resulted in increased costs. In 26/27, the school is increasing projected expenditures for this action from \$250,000 to \$400,000.

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

The School considered Year 2 LCAP Measuring and Reporting Results and partner feedback via surveys and discussion forums as evidence to help determine which actions are more effective or ineffective in making progress toward the goal. This evidence suggests that the majority of the Goal 2 actions are supporting the School in making meaningful progress toward providing high-quality, equitable, and responsive instruction so that all students are better prepared for academic success and post-secondary experiences. While several outcome areas still reflect achievement gaps and inconsistent implementation, Year 2 data demonstrate measurable growth in many key academic and college/career readiness indicators when compared to baseline data.

Some of the strongest evidence of effectiveness is seen in mathematics growth, college and career readiness outcomes, English learner progress, and targeted interventions. Actions such as Tier I professional development (Action 2.1), benchmark assessments (Action 2.2), Tier II instructional support (Action 2.3), tutoring supports (Action 2.4), and learning acceleration efforts (Action 2.19) appear to be contributing to improved student performance. Even though the School saw a decline in academic progress in CAASPP Math Distance from Standard (DFS) from Year 1 to Year 2, Year 2 scores are still improved from baseline across all student groups, including All Students (+4.8 points), Socioeconomically Disadvantaged students (+6.7 points), Students with Disabilities (+8.9 points), and Hispanic students (+15.4 points). Additionally, the percentage of 11th-grade students meeting or exceeding the Math standard for EAP readiness increased substantially from baseline, including gains for All Students (+9.21%), SED students (+37%), Students with Disabilities (+10%), and Hispanic students (+20.59%).

NWEA MAP outcomes also demonstrate positive academic growth trends. Reading achievement increased from a baseline fall percentile of 67 to a Year 2 fall percentile of 72, while Math achievement increased from a baseline of the 56th percentile to the 65th percentile in Year 2. These improvements suggest that instructional supports, intervention systems, and progress monitoring systems are contributing to stronger academic performance over time.

The actions related to MTSS, intervention systems, and individualized supports also appear increasingly effective. The percentage of SST students meeting CAASPP growth goals improved from 56% to 64% in ELA and from 38% to 50% in Math between baseline and Year 1,

establishing a positive trajectory toward Year 3 targets. Additionally, NWEA MAP growth for SST students improved significantly in Math from 62% to 77%, although Reading growth slightly declined from 45% to 43%. These outcomes suggest that intervention supports are particularly effective in mathematics, though literacy intervention effectiveness may require further refinement.

Several indicators demonstrate strong progress for English Learners and historically underserved student groups. English Learner reclassification rates increased from 33% at baseline to 50% in Year 2, exceeding the Year 3 target of 35%. Even more significantly, the percentage of continuously enrolled English Learners who grew one ELPI level increased from 67% at baseline to 100% in Year 2. These outcomes suggest that actions related to EL coordination and designated ELD instruction (Action 2.8) are having a strong positive impact on English learner progress.

The LCAP actions connected to college and career readiness also demonstrate meaningful effectiveness. The College and Career Indicator improved substantially from baseline for All Students (+25.6%), SED students (+16.9%), and Hispanic students (+23.8%). Similarly, the percentage of students meeting “a-g” UC/CSU entrance requirements increased overall from 22% at baseline to 27% in Year 2, while SED students demonstrated especially strong growth (+17.5%). These improvements align with actions focused on counseling services, Bound for Blue, A-G curriculum access, electives, college credit access, CTE pathways, and Scoir implementation (Actions 2.10–2.16). College credit course participation also increased from 27% to 34% overall, with particularly notable gains among SED students (4% to 20%) and Students with Disabilities (9% to 15%).

Partner feedback further supports the effectiveness of these actions. Parents and students described teachers as supportive, responsive, and effective at explaining lessons and providing individualized feedback. Staff described using data-driven instructional adjustments, one-on-one meetings, and culturally responsive approaches to support diverse student needs. Survey responses also highlighted positive perceptions of teacher support, individualized learning opportunities, and college/career preparation systems.

However, the data also demonstrates areas where the LCAP actions have been less effective or where progress remains uneven. ELA performance indicators show mixed results compared to baseline. CAASPP ELA DFS scores declined for All Students (-2.5), SED students (-5.7), and Students with Disabilities (-6.7), although Hispanic students improved significantly (+12.3). Similarly, EAP readiness in ELA declined overall for All Students (-8.69%) and SED students (-8%), though Students with Disabilities improved significantly (+26%). These results suggest that while intervention systems are supporting some student groups, additional focus is needed on literacy acceleration and consistent Tier I instructional implementation across programs.

Special education outcomes also remain an area of concern. Although some metrics improved, Students with Disabilities continue to perform significantly below targets in both ELA and Math CAASPP indicators, and several dashboard indicators remain in Orange or Red status. This supports the continued need for Actions 2.6, 2.7, 2.18, and 2.20, which specifically focus on SELPA collaboration, staff professional development, and expanded special education programming.

Partner feedback also identified implementation challenges that may limit effectiveness. Families expressed concerns regarding inconsistent communication timelines, inconsistent use of instructional platforms such as Canvas, varying grading practices, and unequal access to enrichment or advanced learning opportunities. Some respondents also requested additional hands-on learning opportunities, stronger support for non-college-bound students, and more consistency in accommodations and intervention implementation.

Overall, Year 2 outcome data demonstrates that the LCAP Goal 2 actions are producing measurable improvements in many priority areas, particularly mathematics achievement, English learner outcomes, intervention effectiveness, and college/career readiness. At the same time, persistent achievement gaps in ELA and for Students with Disabilities indicate that continued refinement, stronger implementation consistency, and expanded targeted supports will be necessary to fully achieve the goal of ensuring that all students reach their academic potential and are well prepared for post-secondary success.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PD - Tier I Practices for Academic Outcomes	Provide staff with ongoing professional development, support, collaboration time, and coaching to support high quality Tier I instruction. This includes ensuring the high-quality implementation of academic standards, data analysis, use of formative assessment practices, response to intervention, and other best practices to improve student academic outcomes.	\$120,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$13,000.00	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.	\$160,000.00	Yes
2.4	ELA and Math Tutoring	Provide access to educational enrichment partners for math and ELA tutoring support for Home Study.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,000.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD. (Note: Action taken to support SwD in math performance due to red indicator on the 2023 CA School Dashboard.)	\$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. (Note: Action taken to support SwD in math performance due to red indicator on the 2023 CA School Dashboard.)	\$10,000.00	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.	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	High School Counselor	Fund high school counselor to improve college/career readiness for all students by counseling students in college/career paths and requirements, developing programs and opportunities for students to meet CCR requirements, ensuring courses are a-g approved, analyzing transcript data, providing professional development to teachers in transcript analysis, and looking for new strategies to increase CCI outcomes and promote College/Career Readiness.	\$100,000.00	No
2.11	Bound for Blue	Actively promote our Bound for Blue program for students in grades 8+ to incentivize A-G completion through emails, flyers, counseling and EF meetings.	\$2,500.00	No
2.12	A-G Courses: Current, Culturally Relevant Curriculum	Increase access to current, culturally relevant, and engaging A-G curriculum by 1) reviewing and updating a-g approved courses and 2) adopting and replenishing new curriculum.	\$80,000.00	Yes
2.13	High School Electives	Add, improve, and expand elective choices that will increase a-g completion, emphasize vocational/life skills, and engage learners and support critical thinking.	\$100,000.00	No
2.14	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	\$3,000.00	Yes
2.15	CTE Access	Provide CTE courses that align to form CTE pathways, in partnership with educational partners, and provide any necessary resources and materials aligned to the courses	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	CCGI	Provide and promote the use of California College Guidance Initiative (CCGI) so high school students, specifically SwD and SED, may ensure their courses meet requirements and to streamline applications to California-specific systems (UC, CSU, CCC), assisting with college and career readiness.	\$2,500.00	Yes
2.17	WASC Accreditation and Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,800.00	No
2.18	Special Education Programming	Seek, analyze, and plan to improve services for students with mild/mod disabilities. (Note: Action taken to support SwD in math performance due to red indicator on the 2023 and 2025 CA School Dashboard.)	\$5,000.00	No
2.19	Learning Acceleration	Reduce student numbers in Home Study in order to increase student outcomes, provide personalized support, improve progress monitoring, and allow for the mentorship of new staff.	\$465,000.00	Yes
2.20	ACCESS	Continue the ACCESS program for students with moderate/severe disabilities, providing a collaborative team to support in-person instruction and home study curriculum. This includes, but is not limited to, a dedicated SAI teacher, a dedicated SLPA, dedicated IA(s), consultation with EFs, and additional support providers as needed.	\$400,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from stakeholders shows that overall, our students and parents feel connected to and supported by their teachers and that the school provides a safe and nurturing environment. An analysis of data from the state and some local tools, such as our school information system, affirms this, demonstrating low and equitable suspension, expulsion, and drop-out rates for all students. Although JCS-Pine Hills had a significantly lower Chronic Absenteeism Rate than the state and Riverside County, the school has higher rates of chronic absenteeism within FHY, SwD, and EL subgroups. Additionally, an analysis of results from the Holistic Student Assessment (HSA) highlighted that disadvantaged subgroups have higher percentages of students placed in Tier 3 (approaching crisis) compared to all students. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, interest-based electives, and basic needs provisions such as free meals. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since feedback from staff partners has suggested this in important areas for improvement.

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: 83%	Fall 2024 All: 80.3% SED: 76.2% SwD: 72.3%	Fall 2025 All: 80.9% SED: 61.9% SwD: 73.3%	Fall 2026 All: > 85%	All: -2.1% SED: -14.3% SwD: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 98.1%	Spring 2025: 97%	Spring 2026: 96.9%	Spring 2027: > 96%	P2 ADA: -1.2%
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 5.2% (Orange) SED: 5.2% (Green) SwD: 11.3% (Orange) Hispanic: 7.7% (Orange)	2023/2024 All: 5.2% (Yellow) SED: 7% (Orange) SwD: 6.2% (Green) Hispanic: 5.3% (Green)	2024/2025 All: 8.1% (Orange) SED: 13% (Red) SwD: 14.8% (Orange) Hispanic: 12% (Red) White: 4.3% (Green) 2+Races: 10.3% (Orange) AfrAm: 8.7%	2025/2026 All: < 5.0% (Green or Blue) SED: < 5.0% (Green or Blue) SwD: < 9.8% (Green or Blue) Hispanic: < 6.2% (Green or Blue)	All: +2.9% SED: +7.8% SwD: 3.5% Hispanic: 4.3%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 1% (Blue) SED: 0.6% (Blue) SwD: 1.1% (Green) Hispanic: 0.7% (Green)	2023/2024 All: 0.5% (Blue) SED: 0.3% (Blue) SwD: 1.6% (Yellow) Hispanic: 1% (Green)	2024/2025 All: 1% (Green) SED: 1.2% (Yellow) SwD: 1.6% (Green) Hispanic: 1.6% (Yellow) White: 0.5% (Green) 2+Races: 0% (Blue) AfrAm: 2.8% (Orange) AmerInd: 0% Asian: 6.7% Homeless: 0%	2025/2026 - Maintain Baseline All: < 1% (Green or Blue) SED: < 1% (Green or Blue) SwD: < 1% (Green or Blue) Hispanic: < 1% (Green or Blue)	All: Maintained SED: +0.6% SwD: +0.5% Hispanic: +0.9%
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 - Maintain Baseline All: < 2%	All: Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 - Maintain Baseline	All: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All: 0%	
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 3.7% SED: 4.5% SwD: 6.3%	2023/2024 All: 2.7% SED: 7.1% SwD: 0%	2024/2025 All: 4.8% SED: 7.7% SwD: --	2025/2026 All: < 5% SED: < 5% SwD: < 5%	All: +1.1% SED: +3.1% SwD: N/A
3.8	High School Graduation Rate (CA Dashboard)	2022/2023 All: 88.9% (Yellow) SED: 86.4% SwD: 81.3% Hispanic: 85.7%	2023/2024 All: 87.8% (Orange) SED: 82.1% SwD: 73.3% Hispanic: 90%	2024/2025 All: 92.1% SED: 89.7% SwD: --	2025/2026 All: > 90% (Green or Blue) SED: > 90% SwD: > 85% Hispanic: > 90%	All: -1.1% SED: -4.3% SwD: -8% Hispanic: +4.3%
3.9	School Enrollment (SIS) as of P2	Spring 2024 All: 765 students	2024/2025 All: 741 students	2025/2026 All: 783	Spring 2027 All: 800 students	All: +18
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 88%	Spring 2024 - Fall 2024 All: 81%	Spring 2025 - Fall 2025 All: 81%	Spring 2026 - Fall 2026 All: 85%	All: -7%
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 4.2 out of 5 SED: -- SwD: 3.8 out of 5 FH/Y: -- EL: 3 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4.4 out of 5 SED: 4 out of 5 SwD: 4.6 out of 5 FH/Y: -- EL: 4 out of 5	Spring 2026 (1-5 Rating Scale for Parent Engagement) All: 4.3 out of 5 SED: -- SwD: 4.1 out of 5 FH/Y: -- EL: --	Spring 2027 All: > 4 out of 5 SED: > 4 out of 5 SwD: > 4 out of 5 FH/Y: > 4 out of 5 EL: > 4 out of 5	All: +0.1 SED: -- SwD: +0.3 FH/Y: -- EL: --

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. While there were no substantive differences in planned actions and actual implementation, there are some substantive differences between Budgeted Expenditures and Estimated Actual Expenditures, as reported below. These differences were due to the LEA under/over-estimating expenditures for full implementation of the action, a significant (unexpected) need aligned to full implementation of the action, or a decrease in expenses due to shared costs among the JCS network of charter schools.

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

3.1 - This action was carried out as planned. In the second year of LiM implementation, costs decreased, resulting in the School's 25/26 expenditure projections being high. In 26/27, projected expenditures have been lowered, from \$20,000 to \$15,000.

3.9 - This action was carried out as planned. In 25/26, the School increased the number and quality of field trips offered to students, since partner feedback indicated that field trips are key to a strong and supportive learning community. This resulted in approximately \$20,000 of increased costs. In 26/27, the School is increasing projected expenditures for this action, from \$30,000 to \$50,000.

3.11 - This action was carried out as planned, and the School increased opportunities for students to be recognized for high-quality performance and engagement through awards ceremonies, academic competitions, and incentive programs. In doing so, 25/26 expenditures increased beyond what was projected. As a result, the School will increase 26/27 projected expenditures for this action from \$10,000 to \$15,000.

3.13 - This action was carried out as planned, and the School continues to make efforts to increase student enrollment through effective marketing strategies and professional support. This includes a staff social media team and marketing videos created in-house by staff members. Because some staff members possess the skills to create marketing materials, projected expenses for this action were less than if the School utilized a professional consulting and marketing company. In 26/27, the School will decrease projected expenses from \$30,000 to \$20,000.

3.17 - The action was carried out as planned, and two (2) staff members have been designated, by region, to support English Learners, increase parent engagement, and provide additional support for Home Study. In 25/26, the School underestimated personnel costs related to this action; therefore, projected expenditures for 26/27 will be increased from \$100,000 to \$150,000.

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

The LCAP actions connected to 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," demonstrate mixed effectiveness overall. Evidence from the Goal 3 metrics and partner feedback via surveys and discussion forums shows meaningful progress in several areas related to school climate, family engagement, and student belonging, while also revealing continuing concerns related to attendance, retention, subgroup outcomes, and consistency of inclusion efforts.

Several actions appear to be effective in improving school climate and strengthening family and community engagement. Actions such as Leader in Me (3.1), Family Events (3.10), Parent Engagement & Communication (3.12), EL Parent Engagement (3.17), Arts & Music (3.5), Expanded Learning (3.18), and Student Recognition and Incentives (3.11) align strongly with the positive survey responses from families, students, and staff. Survey data showed high ratings in areas connected to belonging and inclusion, including: Families feel welcome when communicating with the school (4.51/5), School staff are approachable and responsive (4.51/5), Respect for family culture and background (4.54/5), Family participation in school events and decisions (4.49/5), and School collaboration with families to support student success (4.43/5).

Students also reported generally positive perceptions of the school environment, with ratings above 4.0 in feeling welcomed and included, feeling safe emotionally and physically, and seeing students from different backgrounds learning together. These results suggest that the school's efforts to create relationship-centered environments and increase engagement opportunities are having a positive impact on overall school culture.

Additionally, Parent Involvement metrics improved from a baseline rating of 4.2 to 4.3 overall, while ratings for students with disabilities improved from 3.8 to 4.1, indicating growth in inclusive engagement practices for families of students with disabilities. This reflects positively on Actions 3.12 and 3.17, which specifically focus on communication, subgroup outreach, and family partnership development.

The school also demonstrated effectiveness in maintaining low rates of expulsion and middle school dropout rates. Expulsion rates remained at 0%, and middle school dropout rates also remained at 0% throughout the reporting period. These outcomes suggest that Actions 3.3 (SEL and engagement professional development), 3.8 (monitoring suspension, expulsion, and dropout rates), and 3.2 (HSA and SEL counselor support) may be contributing to safer and more supportive environments for students.

However, several metrics indicate that the actions have not yet been fully effective in addressing barriers to student engagement and equitable outcomes for all student groups. Chronic absenteeism significantly worsened between the baseline year and Year 2 outcomes. Overall, chronic absenteeism increased from 5.2% to 8.1%, with especially concerning increases for socioeconomically disadvantaged students (13%), students with disabilities (14.8%), and Hispanic students (12%). These results suggest that although Action 3.7 was specifically designed to reduce absenteeism through engagement opportunities, transportation support, and collaboration with SEL staff, the interventions have not yet produced the desired improvements for the highest-need student groups. As a result, action 3.7 has been revised in 26/27 to more aggressively target student needs.

Student retention also declined from 88% to 81%, remaining below the target goal of 85%. This suggests that Actions 3.14 (Retention), 3.13 (Enrollment), and broader climate initiatives may not yet be sufficiently addressing the reasons students and families choose to leave the school. Survey comments also pointed to areas for improvement, including requests for more inclusive events, stronger consistency in communication, and more opportunities for homeschool families and students to connect on campus.

Academic and engagement-related subgroup outcomes also showed uneven progress. While graduation rates improved overall to 92.1%, socioeconomically disadvantaged students and students with disabilities remained below target levels. Suspension rates for some subgroups, including socioeconomically disadvantaged students and Hispanic students, increased above baseline levels, indicating that equitable behavioral outcomes remain an area of concern despite SEL and climate-focused initiatives.

The Holistic Student Assessment (HSA) data further reflect mixed results. While students with disabilities showed slight improvement from baseline, overall student scores and scores for socioeconomically disadvantaged students declined. This suggests that while SEL systems and counseling supports may be helping some students, broader schoolwide SEL implementation may still need strengthening and greater consistency.

Overall, the evidence suggests that the LCAP actions under Goal #3 have been moderately effective in fostering a welcoming and inclusive school culture, particularly in the areas of family engagement, relationship-building, school connectedness, and maintaining safe learning environments. Survey feedback demonstrates that many students, staff, and families feel respected, welcomed, and included in the school community. At the same time, persistent challenges in chronic absenteeism, subgroup disparities, retention, and some climate-related outcomes indicate that additional targeted interventions and more intensive supports are needed to ensure all student groups experience equitable success and connection to school.

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

3.7 - On the 2025 Dashboard, Socio-Economically Disadvantaged students and Hispanic students were placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP action to support SED and Hispanic students with improved absenteeism is action 3.7 (Student Engagement: Absenteeism & Attendance), which has been revised in 26/27 to more aggressively target student needs.

3.9 - The School is seeking a material revision from its authorizing district (Riverside County Board of Education) to add a resource center in Hemet, CA. The resource center will allow the School to grow enrollment and more supportively serve existing families in the area. Anticipating that the material revision is approved by RCBOE, the School is increasing projected expenditures for Action 3.9 (Field Trips) by 10% (from \$50,000 to \$55,000) to support increased enrollment projections.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Leader in Me	Implement an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.	\$15,000.00	No
3.2	HSA & SEL Counselor	Administer Holistic Student Assessment annually to assess students’ social-emotional well-being. Provide SEL counselor to analyze HSA data and provide tiered levels of SEL support, in collaboration with general education staff.	\$100,000.00	No
3.3	PD - SEL & Engagement	Provide ongoing PD to staff in best practices for improving school climate, de-escalation strategies, transformative SEL, and effective re-engagement strategies.	\$10,000.00	No
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloud-based student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Arts & Music	Increase Arts and Music Programing for all students.	\$150,000.00	No
3.6	Foster and Homeless Youth Liaison	Provide Foster/Homeless Youth Liaison who will: <ul style="list-style-type: none"> • Complete a needs assessment of services • Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP) • Communicate resources and educational opportunities to families as available • Provide resources/training to all staff as needed 	\$10,250.00	Yes
3.7	Student Engagement: Absenteeism & Attendance	<p>Seek to address chronic absenteeism rates for SED, Hispanic, and SwD through tiered attendance intervention systems, Bilingual family engagement strategies, mentoring and relationship-based supports, mental health and wraparound services, and transportation/basic-needs supports. Continue to provide daily engagement opportunities and assess the conditions and needs of student subgroups to understand why they have significantly higher rates.</p> <p>Note about 2025 Red Chronic Absenteeism Indicators for Hispanic and SED students: On the 2025 Dashboard, Socio-Economically Disadvantaged students and Hispanic students were placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP actions to support SED and Hispanic students with improved absenteeism is action 3.7 (Student Engagement: Absenteeism & Attendance), which has been revised in 26/27 to more aggressively target student needs.</p>	\$10,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	Continue to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$55,000.00	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.	\$4,000.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	\$15,000.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	\$12,500.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$20,000.00	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.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	PD - Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	\$13,000.00	No
3.16	NSLP	Increase meal program to two meals/day and become an NSLP school.	\$20,000.00	Yes
3.17	EL Parent Engagement	Allocate Educational Facilitors, by region, to support ELs, increase parent engagement, and provide additional support for Home Study.	\$150,000.00	Yes
3.18	Expanded Learning	Provide expanded learning opportunities including summer school and enrichment with educational partners.	\$150,000.00	No
3.19	CAASPP Video Score Reports	Utilize CAASPP Video Score Reports to increase Parent Engagement around their student's academic progress and outcomes.	\$600.00	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
\$\$856,030	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.287%	0.000%	\$0.00	8.287%

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: K-8 Standards-aligned Curriculum & Materials</p> <p>Need: An analysis of the CA Dashboard equity report highlighted lower performance levels for two subgroups on the ELA and Math indicators: Students with Disabilities (SwD) and socio-economically disadvantaged students (SED). Additionally, qualitative data from our staff tells us many parents are homeschooling for non-</p>	<p>Based on this data, along with feedback from educational partners, especially teachers, we determined the need to prioritize structured core and supplemental learning resources.</p> <p>We will maintain updates and access to other curriculum while we focus our resources on research-based ELA and Math conducive to a homeschooling environment. Our instructional staff understands the challenges homeschool families are facing; therefore, they are in the best position to develop curriculum maps and pacing guides</p>	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>traditional reasons, and many are first-time homeschoolers. These challenges result in disparities in the support students receive while homeschooling, demonstrated through lower academic achievement for our low income students and students with disabilities. Traditional homeschoolers want choice and flexibility and non-traditional Home Study parents want more structure.</p> <p>Scope: LEA-wide</p>	<p>conducive and supportive to our student and parent population. The updated curriculum will support the achievement of students with disabilities and low-income students by providing better access, approachability, and consistency in our curriculum and resources, and removing barriers, like assumptions about the materials and resources found in the home, will benefit all students. It will also be available to all students in the LEA.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
1.5	<p>Action: Technology, Internet, and Instructional Materials</p> <p>Need: Survey data from our staff and parents indicates that SED, FHY, and EL students are faced with barriers to their learning including limited access to technology and the Internet. This can be evidenced through equity gaps in ELA and Math performance on the CA Schools Dashboard.</p> <p>Scope: LEA-wide</p>	<p>We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g. tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect 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>	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
1.8	<p>Action: Programs & Services</p> <p>Need: As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p>Scope: LEA-wide</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities, and At-Risk students will have full course access and specialized programs and services. We expect that by continuing to personalize programming, services, and, grade grade-level CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	1.7
1.10	<p>Action: TK Expansion</p> <p>Need: Group discussion at our School Site Council meeting about the need for improved student services and opportunities highlighted more supportive TK options. Feedback from parent and staff partners specifically cited the need for SED and working parents to have early education classes for their children.</p> <p>Scope: LEA-wide</p>	<p>By opening a TK class at our elementary academy and our Friday Learning Center for homeschooled students, we will provide a more supportive early education learning environment for students and parents. Additionally, we know that early education is a research-proven indicator of future academic success and this action will increase academic achievement outcomes over time.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	1.8
2.1	<p>Action: PD - Tier I Practices for Academic Outcomes</p>	<p>Based on this we've determined that staff need ongoing support to improve teaching practices</p>	2.1-2.6, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: After reviewing CAASPP data, we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we will increase ELA and math performance for our SwD and low-income students and close the performance gap.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.2	<p>Action: Benchmark Assessments</p> <p>Need: After reviewing CAASPP data, we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>Based on this, we've determined that assessing 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 close the gap in performance through intervention. We expect that by assessing students 3 times a year we will continue to refine our identification, monitoring, and intervention for low-income students and see greater growth for them in ELA and Math.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.10
2.3	<p>Action: Tier II Instructional Support in ELA & Math</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students. I</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</p>	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>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>2.4</p>	<p>Action: ELA and Math Tutoring</p> <p>Need: SED students achieved below our overall student population on the CAASPP in ELA and Math with significant equity gaps. On parent and staff feedback surveys, we learned that many of our SED families who homeschool have limited resources and parent-teachers are balancing work and homeschooling. There were multiple requests for more tutoring support in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>By providing increased access to ELA and Math tutoring to SED students in our Home Study program, we 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>2.1-2.9</p>
<p>2.5</p>	<p>Action: Beyond SST</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students. I</p> <p>Scope:</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</p>	<p>2.1-2.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>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>	
2.9	<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, 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>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> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.12	<p>Action: A-G Courses: Current, Culturally Relevant Curriculum</p> <p>Need: National data and a growing professional community have shown that English learners</p>	<p>While all students will benefit from a curriculum that is relevant, modern, and inclusive of all cultures, we believe our English learners will improve their language acquisition faster, and our low-income students will achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curricula will ultimately lead</p>	2.13, 2.14, 2.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>acquire greater English proficiency when the curriculum is culturally responsive. Best practice also shows that a relevant and updated curriculum engages students more. Our data shows that our low-income students perform lower academically.</p> <p>Scope: LEA-wide</p>	<p>to increased language acquisition, higher ELPAC scores, and higher ELPI rates. We expect that our low-income students will perform better academically and on college/career readiness indicators.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>2.14</p>	<p>Action: College Course Credit Access</p> <p>Need: Since 2020, we have focused heavily on increasing the rate of high school students taking College Credit Courses. Our data indicates that while overall we've made significant gains, our low-income students have a significantly lower rate, particularly those who take 2 or more courses. Parent, student, and staff partners also highlighted college credit course access as viable opportunities for all students, including unduplicated students, to meet college & career readiness expectations and raise the bar for high academic standards in feedback surveys and campaigns.</p> <p>Scope: LEA-wide</p>	<p>Best practice shows that students who take College Credit Courses in high school, with support from staff, are more likely to attend college beyond high school. While all of our high school students benefit from access to College Credit Courses, we believe our low-income students will improve their post-secondary school outcomes. We expect that by educating parents and students about the benefits of College Credit Courses, paying for their materials, and supporting them through the process of registration and completion of courses, our low-income students will take College Credit Courses at a higher rate, which will improve their post-secondary outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.13, 2.18, 2.19</p>
<p>2.15</p>	<p>Action: CTE Access</p>	<p>Providing CTE courses and pathways will fulfill partner requests for more "life skills' and vocational/technical education training. It will also</p>	<p>2.13, 2.15, 2.16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Survey results and direct feedback conversations with students, staff, and parents revealed a strong desire for more career and technical education offerings for all students, specifically unduplicated students and students with disabilities. Additionally, the school is currently low performing on the Career and College Indicator on the CA Dashboard; therefore, expanding access for students to become College and Career Ready is necessary for all students.</p> <p>Scope: LEA-wide</p>	<p>provide all students, specifically unduplicated students and students with disabilities, with more opportunities to be considered College and Career Ready and, ultimately, increase post-secondary student outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
2.16	<p>Action: CCGI</p> <p>Need: Parent and staff feedback expressed the need for high school students, especially SwD and SED, to be supported to ensure their courses meet requirements and to streamline applications to California-specific systems (UC, CSU, CCC), assisting with college and career readiness.</p> <p>Scope: LEA-wide</p>	<p>By utilizing CCGI, our SwD and SED will become more engaged in school and inspired to be college and career-ready through the understanding of how it aligns to their future aspirations. While this action is focused on SwD and SED, it will be available for all students as a tool to promote College and Career Readiness.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.13
2.19	<p>Action: Learning Acceleration</p> <p>Need:</p>	<p>Best practice shows that a smaller class size has a great positive impact on student achievement. We determined that lowering student rosters in Home Study (the equivalent of class size) would allow us</p>	2.1-2.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>After assessing the conditions and needs of our low-income students and reviewing our CAASPP data, we learned that achievement for our low-income students had fallen significantly. Deeper analysis shows that students in our home study program perform lower than our academy students.</p> <p>Scope: LEA-wide</p>	<p>to provide greater attention to the needs of our low-income students as we work to accelerate learning. Although smaller student rosters will be available to all students, we believe the greater attention will increase academic achievement for our low-income students, closing the equity gap, and benefit our overall Home Study population.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
3.7	<p>Action: Student Engagement: Absenteeism & Attendance</p> <p>Need: Although JCS-Pine Hills had a significantly lower chronic absenteeism rate than the state and Riverside County, increases in chronic absenteeism, especially for subgroups (reflected on the 2025 Dashboard and red indicators), have demonstrated a need for intervention and improvement.</p> <p>Scope: LEA-wide</p>	<p>As an independent study charter school, JCS-Pine Hills claims attendance based on work completion and not on physical presence on a school campus; therefore, addressing Chronic Absenteeism equity gaps requires the school to consider means for supporting work completion when students are being homeschooled. Through the tiered re-engagement process, assessment of reasons for Chronic Absenteeism, and the provision of additional and appropriate resources that remove barriers, we will reduce the chronic absenteeism rates for all our students and especially our Hispanic, SED, and SwD students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.2, 3.3
3.12	<p>Action: Parent Engagement & Communication</p> <p>Need: Engagement from parent partners is low, as reported by staff and reflected in survey responses. The participation rate for SwD and</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</p>	3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated pupils was also very low, and we struggle to secure parent representation on our School Site Council from our student subgroups.</p> <p>Scope: LEA-wide</p>	<p>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>	
3.16	<p>Action: NSLP</p> <p>Need: An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within FHY, SwD, and EL subgroups. Additionally, our SED population has significant equity gaps in academic achievement.</p> <p>Scope: LEA-wide</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>	3.2, 3.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	<p>Action: EL Coordinator & ELD Teacher</p> <p>Need: On the spring 2024 Summative ELPAC, 0% of EL students grew by at least one ELPI level.</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>	2.11-2.12
3.6	<p>Action: Foster and Homeless Youth 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 will allow us to further identify the needs of FHY students and provide them.</p>	3.1-3.8
3.17	<p>Action: EL Parent Engagement</p> <p>Need:</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,</p>	3.11

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

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

Additional Concentration Grant Funding

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

N/A

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	\$10,329,245	\$856,030	8.287%	0.000%	8.287%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,318,150.00	\$700,500.00	\$0.00	\$145,000.00	\$3,163,650.00	\$2,025,250.00	\$1,138,400.00

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	K-8 Standards-aligned Curriculum & Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$115,000.00	\$165,000.00				\$165,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.4	ELD Curriculum, Materials, and Instructional Support	All	No			All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
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	\$30,000.00	\$20,000.00			\$10,000.00	\$30,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$160,000.00	\$160,000.00				\$160,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$1,000.00			\$19,000.00	\$20,000.00	
1	1.10	TK Expansion	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$100,000.00	\$50,000.00	\$150,000.00				\$150,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$13,000.00	\$12,000.00	\$1,000.00			\$13,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$160,000.00	\$0.00	\$44,000.00			\$116,000.00	\$160,000.00	
2	2.4	ELA and Math Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
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	\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.9	ParsecGo	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$60,000.00	\$20,000.00	\$80,000.00				\$80,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$80,000.00	\$20,000.00	\$100,000.00				\$100,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.15	CTE Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.16	CCGI	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
2	2.17	WASC Accreditation and Membership	All	No			All Schools	Ongoing	\$0.00	\$1,800.00	\$1,800.00				\$1,800.00	
2	2.18	Special Education Programming	Students with Disabilities	No			All Schools	Ongoing	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.19	Learning Acceleration	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$465,000.00	\$0.00	\$465,000.00				\$465,000.00	
2	2.20	ACCESS	Students with Disabilities	No			All Schools	Ongoing	\$400,000.00	\$0.00		\$400,000.00			\$400,000.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.2	HSA & SEL Counselor	Students with Disabilities	No			All Schools	Ongoing	\$97,000.00	\$3,000.00	\$55,000.00	\$45,000.00			\$100,000.00	
3	3.3	PD - SEL & Engagement	Students with Disabilities	No			All Schools	Ongoing	\$8,000.00	\$2,000.00	\$10,000.00				\$10,000.00	
3	3.4	Online Safety: Securly	All	No				Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.5	Arts & Music	All	No			All Schools	Ongoing	\$130,000.00	\$20,000.00	\$30,000.00	\$120,000.00			\$150,000.00	
3	3.6	Foster and Homeless Youth Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$10,250.00	\$0.00	\$10,250.00				\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$7,500.00	\$2,500.00	\$10,000.00				\$10,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,500.00	\$10,000.00	\$12,500.00				\$12,500.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$10,000.00	\$10,000.00	\$20,000.00				\$20,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.15	PD - Leadership	All	No			All Schools	Ongoing	\$10,000.00	\$3,000.00	\$13,000.00				\$13,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.16	NSLP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
3	3.18	Expanded Learning	All	No			All Schools	Ongoing	\$0.00	\$150,000.00	\$33,000.00	\$117,000.00			\$150,000.00	
3	3.19	CAASPP Video Score Reports	All	No			All Schools	Ongoing	\$0.00	\$600.00	\$600.00				\$600.00	

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
\$10,329,245	\$856,030	8.287%	0.000%	8.287%	\$1,360,750.00	0.000%	13.174 %	Total:	\$1,360,750.00
								LEA-wide Total:	\$1,170,500.00
								Limited Total:	\$190,250.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	K-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.10	TK Expansion	Yes	LEA-wide	Low Income	All Schools	\$150,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$120,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$12,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	\$44,000.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
2	2.9	ParsecGo	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$80,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.16	CCGI	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
2	2.19	Learning Acceleration	Yes	LEA-wide	Low Income	All Schools	\$465,000.00	
3	3.6	Foster and Homeless Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	
3	3.16	NSLP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$150,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,700,650.00	\$2,910,150.00

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	K-8 Standards-aligned Curriculum & Materials	No Yes	\$2,500.00	\$2,500.00
1	1.2	Physical Education		\$150,000.00	\$150,000.00
1	1.3		No	\$20,000.00	\$20,000.00
1	1.4	ELD Curriculum, Materials, and Instructional Support	Yes	\$1,500.00	\$1,500.00
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$11,000.00	\$30,000
1	1.6	Technology Support	No	\$160,000.00	\$160,000.00
1	1.7	Physical Safety	No	\$150,000.00	\$120,000
1	1.8	Programs & Services	Yes	\$5,000.00	\$5,000.00
1	1.9	Professional Development - Induction	No	\$20,000.00	\$20,000.00
1	1.10	TK Expansion	Yes	\$150,000.00	\$150,000.00
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$50,000.00	\$60,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Benchmark Assessments	Yes	\$12,000.00	\$12,000.00
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$160,000.00	\$160,000.00
2	2.4	ELA and Math Tutoring	Yes	\$50,000.00	\$50,000.00
2	2.5	Beyond SST	Yes	\$1,000.00	\$1,000.00
2	2.6	Collaboration with SELPA	No	\$2,500.00	\$2,500.00
2	2.7	SwD Professional Development	No	\$10,000.00	\$10,000.00
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000.00
2	2.9	ParsecGo	Yes	\$7,500.00	\$7,500.00
2	2.10	High School Counselor	No	\$100,000.00	\$100,000.00
2	2.11	Bound for Blue	No	\$7,500.00	\$2,500.00
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$80,000.00	\$80,000.00
2	2.13	High School Electives	No	\$100,000.00	\$100,000.00
2	2.14	College Course Credit Access	Yes	\$3,000.00	\$3,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	CTE Access	Yes	\$6,000.00	\$3,000.00
2	2.16	Scoir	Yes	\$6,500.00	\$5,000.00
2	2.17	WASC Accreditation and Membership	No	\$1,800.00	\$1,800.00
2	2.18	Special Education Programming	No	\$5,000.00	\$5,000.00
2	2.19	Learning Acceleration	Yes	\$465,000.00	\$465,000.00
2	2.20	ACCESS	No	\$250,000.00	\$400,000.00
3	3.1	Leader in Me	No	\$20,000.00	\$15,000.00
3	3.2	HSA & SEL Counselor	No	\$100,000.00	\$100,000.00
3	3.3	PD - SEL & Engagement	No	\$10,000.00	\$10,000.00
3	3.4	Online Safety: Securly	No	\$10,000.00	\$10,000.00
3	3.5	Arts & Music	No	\$150,000.00	\$150,000.00
3	3.6	Foster and Homeless Youth Liaison	Yes	\$10,250.00	\$10,250.00
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	\$5,000.00
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	No	\$2,500.00	\$2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Field Trips	No	\$30,000.00	\$50,000.00
3	3.10	Family Events	No	\$4,000.00	\$4,000.00
3	3.11	Student Recognition and Incentives	No	\$10,000.00	\$15,000.00
3	3.12	Parent Engagement & Communication	Yes	\$12,500.00	\$12,500.00
3	3.13	Enrollment	No	\$30,000.00	\$30,000.00
3	3.14	Retention	No	\$5,000.00	\$5,000.00
3	3.15	PD - Leadership	No	\$13,000.00	\$13,000.00
3	3.16	NSLP	Yes	\$20,000.00	\$20,000.00
3	3.17	EL Parent Engagement	Yes	\$100,000.00	\$150,000.00
3	3.18	Expanded Learning	No	\$150,000.00	\$150,000.00
3	3.19	CAASPP Video Score Reports	No	\$600.00	\$600.00

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)
\$727,597	\$859,050.00	\$1,030,050.00	(\$171,000.00)	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	1.1	K-8 Standards-aligned Curriculum & Materials	Yes	\$2,500.00	\$150,000.00		
1	1.4	ELD Curriculum, Materials, and Instructional Support	Yes	\$1,500.00	\$1,500.00		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$1,000.00	\$1,000.00		
1	1.8	Programs & Services	Yes	\$5,000.00	\$5,000.00		
1	1.10	TK Expansion	Yes	\$150,000.00	\$150,000.00		
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$0	\$10,000.00		
2	2.2	Benchmark Assessments	Yes	\$12,000.00	\$12,000.00		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$62,000.00	\$30,000.00		
2	2.4	ELA and Math Tutoring	Yes	\$50,000.00	\$50,000.00		
2	2.5	Beyond SST	Yes	\$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	\$7,500.00	\$7,500.00		
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$73,300.00	\$73,300.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.14	College Course Credit Access	Yes	\$3,000.00	\$3,000.00		
2	2.15	CTE Access	Yes	\$6,000.00	\$3,000.00		
2	2.16	Scoir	Yes	\$6,500.00	\$5,000.00		
2	2.19	Learning Acceleration	Yes	\$300,000.00	\$300,000.00		
3	3.6	Foster and Homeless Youth Liaison	Yes	\$10,250.00	\$10,250.00		
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	\$5,000.00		
3	3.12	Parent Engagement & Communication	Yes	\$12,500.00	\$12,500.00		
3	3.16	NSLP	Yes	\$20,000.00	\$20,000.00		
3	3.17	EL Parent Engagement	Yes	\$100,000.00	\$150,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$8,738,475	\$727,597	0%	8.326%	\$1,030,050.00	0.000%	11.788%	\$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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