



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Cedar Cove

CDS Code: 37681630138628

School Year: 2026-27

LEA contact information:

Cari Griesbach

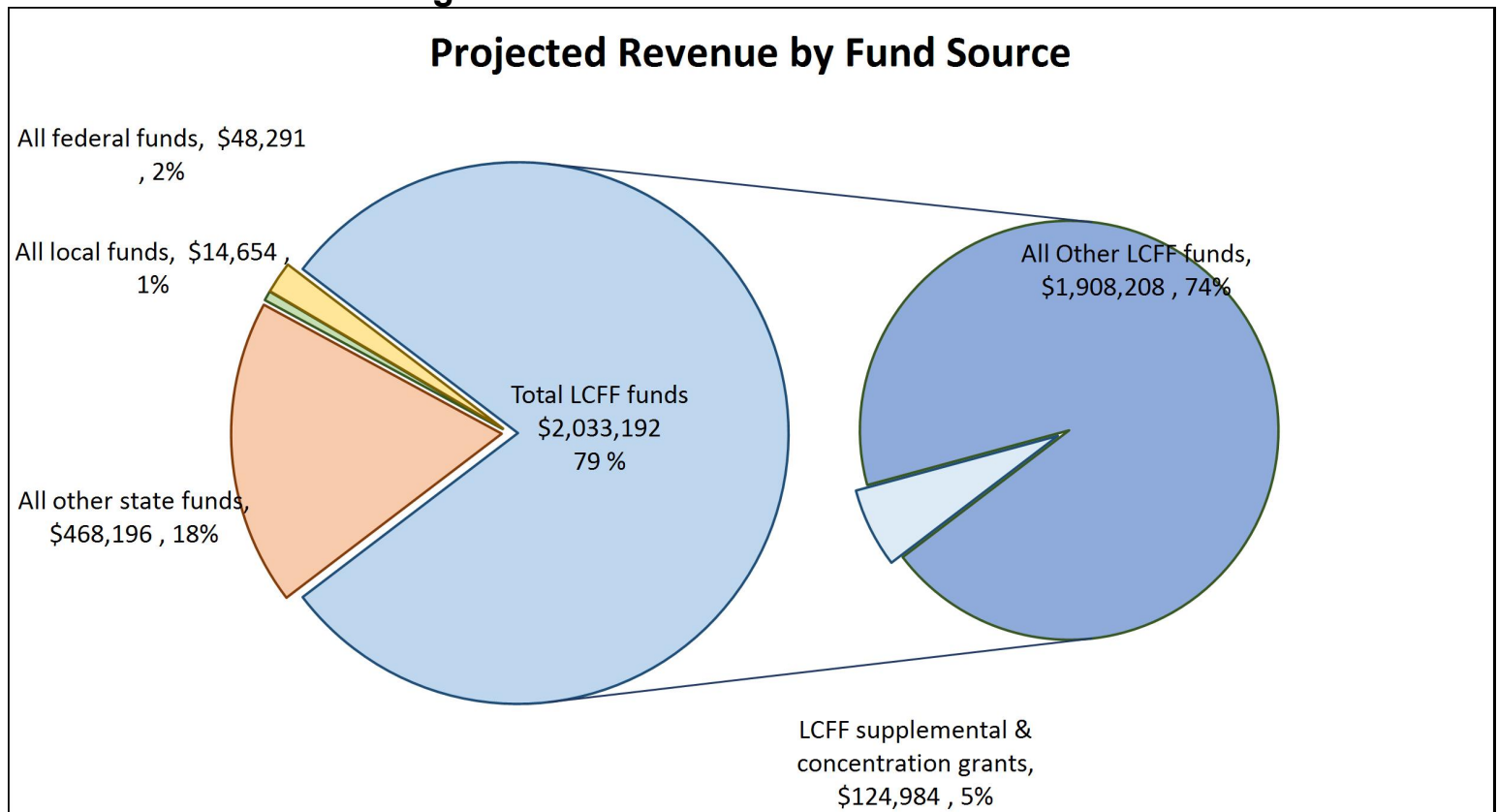
Principal

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760-230-2870

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

Budget Overview for the 2026-27 School Year

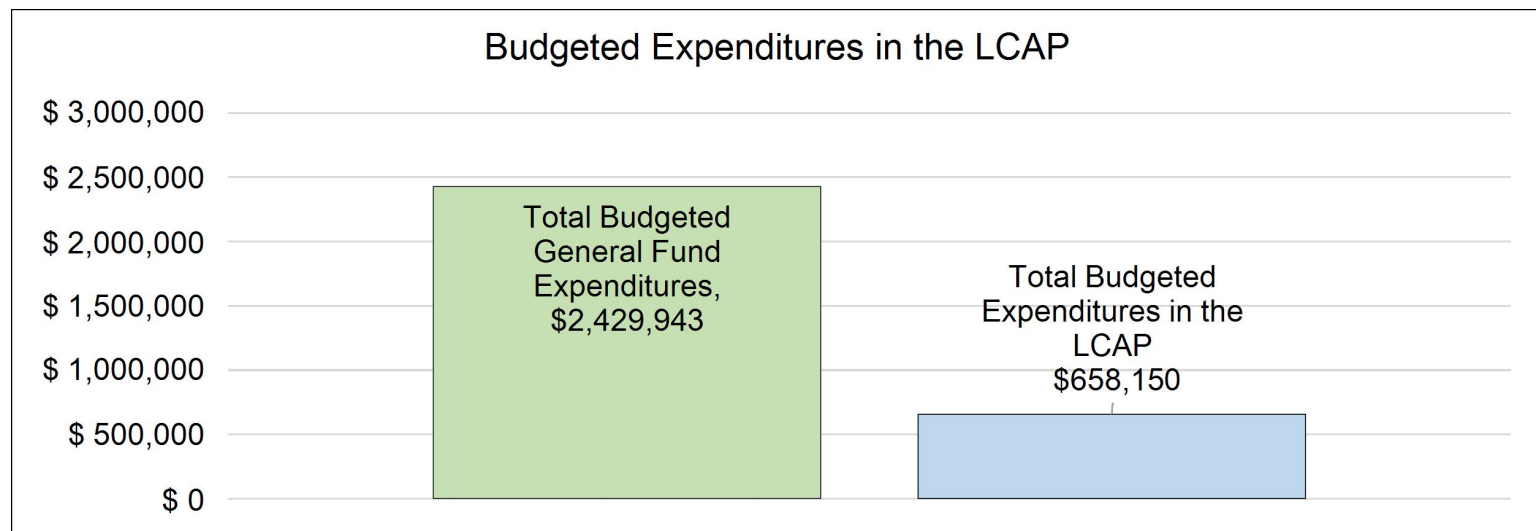


This chart shows the total general purpose revenue JCS-Cedar Cove expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Cedar Cove is \$2,564,333, of which \$2,033,192 is Local Control Funding Formula (LCFF), \$468,196 is other state funds, \$14,654 is local funds, and \$48,291 is federal funds. Of the \$2,033,192 in LCFF Funds, \$124,984 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-Cedar Cove 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-Cedar Cove plans to spend \$2,429,943 for the 2026-27 school year. Of that amount, \$658,150 is tied to actions/services in the LCAP and \$1,771,793 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.

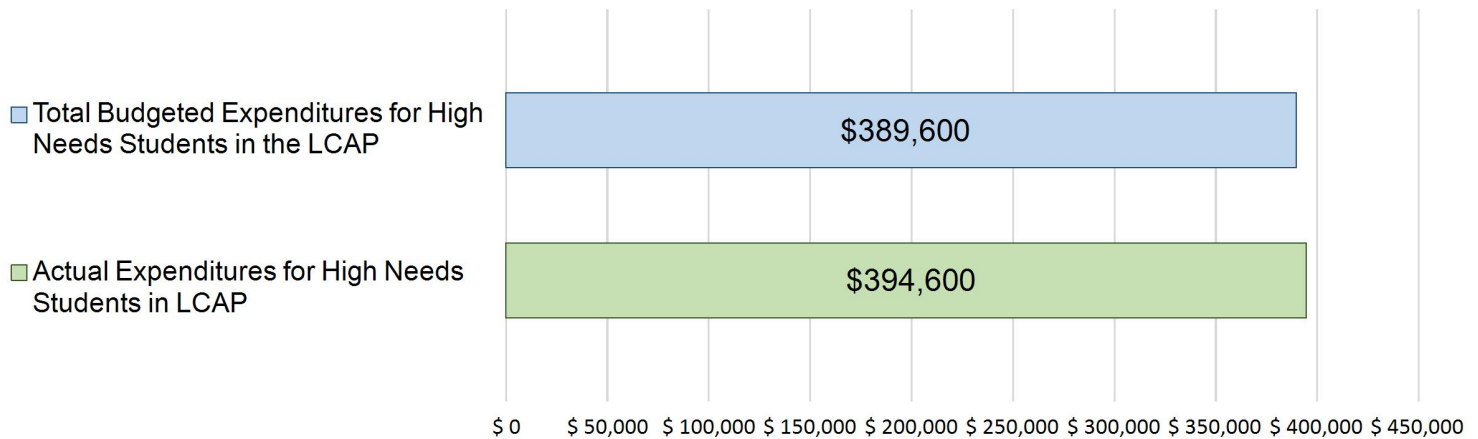
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, JCS-Cedar Cove is projecting it will receive \$124,984 based on the enrollment of foster youth, English learner, and low-income students. JCS-Cedar Cove must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Cedar Cove plans to spend \$483,750 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-Cedar Cove budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what JCS-Cedar Cove 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-Cedar Cove's LCAP budgeted \$389,600 for planned actions to increase or improve services for high needs students. JCS-Cedar Cove actually spent \$394,600 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-Cedar Cove	Cari Griesbach Principal	cgriesbach@jcs-inc.org 760-230-2870

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-Cedar Cove (<https://cedarcove.jcs-inc.org/>) is an independent study TK-12 school sponsored by the Julian Union Elementary School District. JCS-Cedar Cove serves students in San Diego and Orange counties, although the majority of students reside in San Diego County. The school's purpose is to help students discover their educational passions and become independent, self-directed, lifelong learners. JCS-Cedar Cove has two programs: Cedar Cove Academy ("CCA") and Cedar Cove Home Study.

Cedar Cove Academy is a TK-5 Academy program, and students attend classroom-based instruction 4 days/week (Monday-Thursday) and are homeschooled on Fridays. CCA is a parent-choice charter school where the community is the classroom. With a strong social-emotional learning focus, CCA became a premier Spanish dual immersion program in 2024/2025. CCA is housed in a beautiful facility in Encinitas, CA, with several classrooms, an industrial kitchen, a community garden, an indoor gymnasium, an outdoor black top/basketball court, and a community park/playground within walking distance.

Cedar Cove Home Study is a TK-12 Home Study program serving students in north San Diego and Orange County. Students are homeschooled 5 days/week and have the opportunity to participate in group instruction with approved Educational Enrichment Partners and attend a half day of group instruction on Fridays at a JCS Learning Center in Encinitas, CA. Home Study students can meet with their JCS teachers, called "Educational Facilitators", virtually via Zoom or in-person at Cedar Cove Academy or an agreed-upon public location (ex. community library). Special Education Services are provided virtually and in-person at Cedar Cove Academy.

The mission of JCS-Cedar Cove (JCS-CC) is to challenge each child to achieve academic and personal success in a nurturing environment.

Our vision is that every child is unique, precious, and worthy of celebration. We believe that each child deserves a high-quality education from highly trained and masterful teachers. At JCS-Cedar Cove, teachers and other staff members make it their mission to come to know each child's special talents, learning styles, strengths, and needs. Through continual and varied means of assessment, teachers strive to tailor their instruction to provide each student with the most appropriate learning experiences. JCS-CC teachers design differentiated learning centers that allow children choice and experiential practice, and the students have the opportunity to carry out a wide variety of engaging projects throughout the school year. Students learn to collaborate, think critically, and respond to the world around them as they gain independence and responsibility within a loving community.

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.

As of April 10, 2026 (P2), JCS–Cedar Cove serves 145 students and has a relatively balanced gender distribution, with 74 female students (51.0%) and 71 male students (49.0%). The student population is predominantly White (64.1%, 93 students), followed by Hispanic or Latino students (13.1%, 19 students) and Black or African American students (5.5%, 8 students). Smaller racial and ethnic groups include Filipino students (4.8%), Asian students (2.1%), American Indian or Alaska Native students (2.1%), Chinese students (1.4%), Korean students (0.7%), and Other Asian students (0.7%). Overall, 32.4% of students identify as Hispanic, while 67.6% identify as non-Hispanic.

The school primarily serves elementary-aged students, with the largest enrollments in Transitional Kindergarten (24.8%, 36 students), Kindergarten (15.2%, 22 students), and 3rd Grade (14.5%, 21 students). Enrollment gradually declines in the upper grades, with only a small number of students enrolled in high school grades. Regarding student program eligibility, 31.7% of students (46 students) are identified as socioeconomically disadvantaged, and 9.0% (13 students) receive special education services. The school has a very small English learner population, with 1.4% identified as English learners whose primary language is Spanish.

Housing stability appears strong among the student body, as 98.6% of students (143 students) live in permanent housing. Only 0.7% reside in hotels or motels, and 0.7% are reported as temporarily doubled-up or tripled-up. Overall, the demographic profile reflects a predominantly White, non-Hispanic student population with balanced gender representation, a concentration of students in the early elementary grades, and relatively low rates of English learner status and housing instability.

Students come to JCS-Cedar Cove for various reasons. Some are looking for an option other than their local school because they aren't happy with what their local school has to offer. Some are drawn to the academy because of its dual-immersion program, project-based model, or small classes. Others like the balance of homeschool and classroom-based instruction or prefer the traditional home study model with daily flexibility, curriculum choice, and academic support. As a school, we look at data for the academy and home school separately and as a whole to identify our students' needs. While JCS-Cedar Cove prioritizes the high-quality and personalized support of all learners, we pay special attention to struggling and at-risk learners in order to meet their diverse needs through tiered intervention and need-based services.

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

Note: JCS-Cedar Cove did not receive the lowest performance level for any indicators on the 2024 and 2025 CA School Dashboards, nor for any student subgroups.

Note about LREBG Funding: The LEA received LREBG funding in FY25/26, after the state's budget had been approved; therefore, the LEA conducted a needs assessment and educational partner engagement process in November 2025 to determine that the \$4,809 allocation to JCS-CC would be spent in the 25/26 school year on personnel to support the Academic Intervention program. This is reflected in LCAP Goal 2, Action 3 (2.3), Tier II Instructional Support in ELA & Math. All FY25/26 LREBG funds were expended in 25/26. Additionally, the school expects to receive FY26/27 LREBG funding and is, again, planning for it in the 26/27 LCAP Goal 2, Action 3 (2.3), Tier II Instructional Support in ELA & Math.

2025 DASHBOARD OVERVIEW

The 2025 California Dashboard Overview for JCS–Cedar Cove presents a school with strong organizational effectiveness, exceptional student engagement, and promising growth trends, but with emerging concerns regarding academic achievement levels in English Language Arts and Mathematics. The overview reflects a relatively small TK–12 independent study charter school serving 131 students, with 36.6% socioeconomically disadvantaged students, a very small English learner population (1.5%), and no foster youth identified. Because of the school's small size, many student subgroup results are suppressed for privacy reasons, making overall schoolwide performance particularly important when evaluating trends.

A significant strength highlighted in the Dashboard is Cedar Cove's success in meeting all five Local Indicators. The school met standards in Basic Services, Implementation of Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. Achieving "Standard Met" across all indicators suggests that the school has established effective systems for governance, instructional implementation, stakeholder engagement, and student support. These indicators provide evidence that the school is functioning effectively operationally and maintaining compliance with key accountability expectations.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH-LANGUAGE ARTS

The English Language Arts (ELA) results on the 2025 California Dashboard present a nuanced picture of performance at JCS–Cedar Cove, because the school received three (3) LOSS scores in 2025 for students who started the state test but did not complete the minimum number

of questions to receive a score; therefore, the students received the lowest possible score. Considering the very small population of students who test with the school, three LOSS scores made a significant impact (20+ point decline) on the school's overall DFS. While the school's overall achievement indicator declined and resulted in a Yellow performance level, the accompanying growth data suggest that many students are making meaningful academic progress. This combination of declining achievement and strong growth indicates that the school may be in a transitional phase where instructional efforts are producing gains, but those gains have not yet fully translated into higher overall proficiency rates on the state assessment.

For the 2025 Dashboard, Cedar Cove students scored an average of 4.3 points below the ELA standard, compared with the statewide average of 8.1 points below the standard. Although the school's score remains stronger than the state average, it represents a 10.9-point decline from the previous year. The Yellow status reflects this combination of current performance and year-over-year decline. The decline is notable because it follows several years of strong post-pandemic recovery. Historical trend data show that Cedar Cove improved from 15.8 points below standard in 2019 to 10.8 points above standard in 2022, then climbed to 35.5 points above standard in 2023, before declining to 6.6 points above standard in 2024 and ultimately falling to 4.3 points below standard in 2025. This pattern suggests considerable year-to-year variability, likely influenced by the school's relatively small testing population of only 41 students. In a small school, the performance of a few students can significantly affect overall results.

When examining subgroup performance, the available data reveal similar trends. Among socioeconomically disadvantaged students, who make up over one-third of the school's enrollment, students scored 32.6 points below standard, representing an 11.9-point decline from the previous year. The school's White student subgroup, which represents the largest reported subgroup, scored 22.0 points below standard and declined by 41.7 points. While these declines warrant attention, they should be interpreted cautiously because the subgroup sizes are small (19 socioeconomically disadvantaged students and 22 White students), making results particularly sensitive to annual fluctuations. Most other subgroup data were suppressed due to privacy protections because fewer than 11 students were tested.

Despite the decline in achievement, the newly reported ELA Growth Indicator provides a much more positive perspective. Cedar Cove earned an Accelerated Growth designation, with 75% of students improving their ELA scores from the prior year. This places the school in one of the highest growth categories available under California's new Growth Model. English-only students achieved accelerated growth as well, with 76% improving, while White students posted an even higher improvement rate of 78.6%. Even the socioeconomically disadvantaged subgroup achieved a Moderate Growth designation, with 75% of students improving their scores. These results suggest that instructional practices are effectively helping students grow academically, even if many students have not yet reached proficiency benchmarks.

Overall, the ELA data tell a story of a school with strong literacy growth but inconsistent achievement outcomes, due to the LOSS scores. While the decline in achievement from prior years is due primarily to an anomaly, it still represents a concern that should be monitored, particularly among socioeconomically disadvantaged students and the school's largest tested subgroup. However, the Accelerated Growth designation indicates that most students are moving in the right direction academically. The key challenge moving forward will be converting this strong growth into sustained increases in proficiency rates and distance-from-standard scores so that future Dashboard results reflect both high growth and high achievement.

2025 DASHBOARD ACADEMIC INDICATOR: MATH

The Mathematics results on the 2025 California Dashboard suggest significant academic challenges facing JCS–Cedar Cove, yet the School recognizes that the decline is primarily due to the school receiving three (3) LOSS scores in 2025 for students who started the state test but did not complete the minimum number of questions to receive a score; therefore, the students received the lowest possible score. Considering the very small population of students who test with the school, three LOSS scores made a significant impact (20+ point decline) on the school's overall DFS. While the school continues to outperform many comparable schools in student engagement and school climate, mathematics achievement declined substantially and resulted in an Orange performance level, indicating that students are performing below state expectations. At the same time, the Dashboard's Growth Indicator paints a more encouraging picture, showing that a majority of students are improving academically. Taken together, the data suggest that Cedar Cove has a mathematics achievement problem rather than a mathematics growth problem—students are making progress, but many are still not performing at grade-level standards.

The school's overall mathematics performance was 28.2 points below standard, compared with the statewide average of 42.4 points below standard. Although Cedar Cove remains ahead of the state average, the school's score declined by 18.4 points from the previous year, contributing to its Orange status. This decline is particularly concerning because it follows several years of improvement. Historical trend data show that Cedar Cove improved from 38.8 points below standard in 2019 to 14.3 points below standard in 2022, then nearly reached proficiency in 2023 at 2.3 points below standard. However, performance subsequently declined to 9.8 points below standard in 2024 and then dropped sharply to 28.2 points below standard in 2025. The 2025 result represents the lowest mathematics performance since the pandemic recovery period and indicates that recent gains have not yet been sustained.

One factor that should be considered when interpreting these results is the school's relatively small testing population. Only 41 students were included in the mathematics accountability measure. In schools of this size, the performance of a small number of students can significantly influence overall results, leading to larger year-to-year fluctuations than would typically be seen in larger districts. While the decline is significant, it should be evaluated alongside multi-year trends and other indicators rather than viewed in isolation.

Subgroup results reveal that mathematics challenges are particularly pronounced among students already at greater academic risk. Socioeconomically disadvantaged students scored 44.6 points below standard, declining by 26.2 points from the prior year. This decline exceeded the schoolwide decline and suggests that achievement gaps may be widening. Similarly, the school's White student subgroup, which represents the largest tested subgroup, scored 47.1 points below standard and experienced a dramatic 46.1-point decline. Because subgroup populations are relatively small, caution is warranted when interpreting these changes; however, the consistency of declines across the available subgroup data suggests that the downward trend is not isolated to a single student population. Most other subgroup results were suppressed because of privacy requirements associated with small student counts.

Despite the decline in achievement, the new Mathematics Growth Indicator provides evidence that students are continuing to make progress. Cedar Cove earned a Moderate Growth designation, with 67.9% of students improving their mathematics scores from the previous year. This indicates that more than two-thirds of tested students demonstrated academic growth even though overall achievement levels remain below proficiency standards. White students showed a similar growth pattern, with 71.4% improving, while socioeconomically disadvantaged students earned a Minimal Growth designation, with 58.3% improving. These results suggest that instructional efforts are helping many students advance academically, but the pace of improvement may not be sufficient to close existing achievement gaps or move students to proficiency quickly enough.

The contrast between achievement and growth is one of the most important findings in the Dashboard data. Growth measures how much students improved compared with their own prior performance, while achievement measures how close students are to meeting California's grade-level standards. Cedar Cove's mathematics data indicate that students are generally moving forward academically, but many began far enough below grade level that their growth has not yet translated into proficiency. This distinction is particularly important in independent study settings, where students often enroll with varied educational histories and differing levels of prior academic preparation.

When compared with the school's ELA performance, mathematics clearly emerges as the area requiring the greatest attention. ELA earned a Yellow status and was only 4.3 points below standard, while Mathematics earned Orange and was 28.2 points below standard. Additionally, ELA received an Accelerated Growth designation compared with Mathematics' Moderate Growth designation. This suggests that current literacy interventions and instructional strategies may be producing stronger results than those being used in mathematics. Examining successful practices from the ELA program and identifying ways to adapt them to mathematics instruction may provide a valuable avenue for improvement.

Overall, the mathematics data indicate that Cedar Cove's greatest opportunity for improvement lies in increasing achievement while sustaining and accelerating student growth. The school's moderate growth results demonstrate that students are learning and progressing, but achievement levels remain substantially below grade-level expectations. Future improvement efforts should focus on strengthening foundational mathematical skills, providing targeted intervention for struggling learners, monitoring subgroup performance closely, and leveraging the school's strong engagement and attendance outcomes to increase academic gains. If the school can maintain current growth rates while improving instructional effectiveness in mathematics, the data suggest that achievement outcomes could improve significantly in future Dashboard cycles.

2025 DASHBOARD ACADEMIC INDICATOR: ENGLISH LEARNER PROGRESS

The English Learner Progress Indicator (ELPI) received a "No Performance Review" (Gray) designation because JCS–Cedar Cove had only one English learner eligible for inclusion in the calculation, which is insufficient for a valid Dashboard performance rating. As a result, the indicator does not provide enough data to evaluate the school's effectiveness in supporting English language acquisition.

The available data show that the student maintained the same English proficiency level from the prior year and did not progress to a higher ELPI level. However, because the results are based on a single student, no meaningful conclusions can be drawn about program effectiveness or overall English learner outcomes. Future Dashboard reports may provide more actionable information if the English learner population increases.

2025 DASHBOARD ACADEMIC INDICATOR: COLLEGE AND CAREER READINESS

The College/Career Indicator for JCS–Cedar Cove received a "No Performance Review" (Gray) designation due to the very small number of students included in the calculation. Only three graduates were eligible for inclusion, which is insufficient to generate a meaningful accountability rating. As a result, the Dashboard does not provide a valid measure of college and career readiness for the school at this time.

Given the limited cohort size, no conclusions should be drawn regarding the effectiveness of Cedar Cove's college and career preparation programs. Future Dashboard reports with larger graduating classes may provide more reliable information about postsecondary readiness and student outcomes.

2025 DASHBOARD ENGAGEMENT INDICATOR: CHRONIC ABSENTEEISM

The Chronic Absenteeism Indicator is one of the strongest areas of performance for JCS–Cedar Cove and serves as a significant organizational and instructional strength. The school earned the highest possible Dashboard rating, Blue, with a chronic absenteeism rate of 0.0%, meaning that none of the students included in the accountability calculation were absent for 10 percent or more of their enrolled instructional days during the 2024–25 school year. This performance is substantially better than the statewide chronic absenteeism rate of 17.1%, demonstrating an exceptionally high level of student engagement and participation. Furthermore, Cedar Cove improved from a chronic absenteeism rate of 2.4% in 2024 to 0.0% in 2025, resulting in a positive change of 2.4 percentage points and reinforcing the school's ability to sustain strong attendance practices.

From a longitudinal perspective, Cedar Cove's attendance outcomes have remained consistently strong over time. Historical Dashboard data show chronic absenteeism rates of 1.1% in 2019, 2.3% in 2022, 4.4% in 2023, 2.4% in 2024, and 0.0% in 2025. Although there was a temporary increase during the years immediately following the pandemic, the overall trend demonstrates a return to exceptionally low absenteeism levels. This pattern suggests that the school has been successful in re-engaging students and families following the disruptions experienced by many educational programs statewide. The 2025 rate is particularly noteworthy because it places Cedar Cove far below state averages and indicates that attendance is not a significant barrier to student learning at the school.

The subgroup data further reinforce the strength of the school's attendance outcomes. Among the subgroups large enough to report publicly, Hispanic students, socioeconomically disadvantaged students, and White students all posted a chronic absenteeism rate of 0.0%. Socioeconomically disadvantaged students, who represent more than one-third of the school's enrollment, improved by 2.3 percentage points from the prior year, while White students improved by 3.2 percentage points. Students with disabilities and students identifying with two or more races also recorded rates of 0.0%, although their subgroup sizes were too small to receive a performance color. These results suggest that Cedar Cove's strong attendance culture extends across student populations and is not concentrated within only one demographic group.

The significance of these results extends beyond attendance alone. Research consistently shows that chronic absenteeism is one of the strongest predictors of academic performance, graduation, and long-term student success. Students who attend school regularly have more opportunities to receive instruction, participate in interventions, build relationships with teachers, and engage with learning. Cedar Cove's ability to eliminate chronic absenteeism provides a strong foundation for academic improvement efforts because attendance is not a major obstacle to student achievement. In other words, the declines observed in ELA and Mathematics achievement cannot be attributed to widespread absenteeism, as students are consistently participating in their educational programs.

The school's success in this area is particularly notable given its independent study and hybrid instructional model. Maintaining student engagement and regular participation can be more challenging in nontraditional educational settings because students have greater flexibility in how they complete coursework and attend instructional activities. The chronic absenteeism data suggest that Cedar Cove has established effective systems for monitoring attendance, communicating with families, and supporting students in maintaining consistent engagement with their learning plans. Combined with the school's Blue performance in Suspension Rate and its successful Parent and Family Engagement indicator, the attendance results point to a strong culture of accountability, family partnership, and student support.

Overall, the Chronic Absenteeism Indicator represents one of Cedar Cove's most significant strengths on the 2025 Dashboard. The school not only achieved the highest performance category but also demonstrated improvement over the previous year and maintained positive outcomes across all reportable student groups. These results indicate that students are consistently engaged in their educational program and that the school's attendance systems are highly effective. Moving forward, Cedar Cove should continue leveraging these strong attendance outcomes as a foundation for improving academic achievement, particularly in Mathematics and English Language Arts, where students are already present and engaged but need additional support to accelerate proficiency gains.

2025 DASHBOARD ENGAGEMENT INDICATOR: GRADUATION RATE

The Graduation Rate Indicator for JCS–Cedar Cove did not receive a Dashboard performance level because the school had an insufficient number of graduates to generate a valid accountability calculation. Only three students were included in the graduation cohort, resulting in a "No Performance Review" (Gray) designation. As a result, the graduation data should not be interpreted as an indicator of school effectiveness. Rather, it reflects the school's small high school population and the limited number of graduating students.

Because of the small cohort size, year-to-year graduation trends are not stable enough to support meaningful conclusions. Future Dashboard reports with larger graduation cohorts may provide more useful information about high school outcomes. In the meantime, other indicators—such as student engagement, attendance, school climate, and academic growth—offer a more reliable picture of overall school performance.

2025 DASHBOARD CONDITIONS AND CLIMATE INDICATOR: SUSPENSION RATE

The Suspension Rate Indicator is one of JCS–Cedar Cove's most significant strengths and reflects a highly positive school climate, strong student support systems, and effective behavioral practices. The school earned the highest possible Dashboard performance level, Blue, with a suspension rate of 0.0%, meaning that no students were suspended for one or more days during the 2024–25 school year. This result substantially outperforms the statewide suspension rate of 2.9% and represents an improvement from the school's 2024 suspension rate of 0.7%. The decline of 0.7 percentage points contributed directly to Cedar Cove's Blue designation and demonstrates continued success in maintaining a safe, supportive, and engaging learning environment.

The long-term trend data further reinforce the school's success in this area. Cedar Cove reported suspension rates of 0.0% in 2019, 0.0% in 2022, 0.6% in 2023, 0.7% in 2024, and 0.0% in 2025. While there was a slight increase in suspensions during the years immediately following the pandemic, the overall pattern shows consistently low rates of student exclusion from school. Returning to zero suspensions in 2025 suggests that the school has effectively addressed behavioral challenges and strengthened systems that promote positive student conduct and conflict resolution. Compared with statewide trends, where suspension rates remain significantly higher across most student groups, Cedar Cove's performance stands out as exceptional.

The subgroup data demonstrate that positive behavioral outcomes are evident across the student population. Among publicly reported groups, Hispanic students, socioeconomically disadvantaged students, and White students all recorded a suspension rate of 0.0%. Socioeconomically disadvantaged students maintained their previous year's zero-suspension rate, while Hispanic students improved by 2.8 percentage points and White students maintained zero suspensions. Students with disabilities and students identifying with two or more races also recorded suspension rates of 0.0%, although their populations were too small to receive performance colors. These results indicate that Cedar Cove's behavioral supports are being implemented equitably and effectively across demographic groups, with no evidence of disproportionate suspension outcomes among reportable student populations.

The significance of the suspension data extends beyond discipline alone. Suspension rates are often considered an important indicator of school climate because they reflect how effectively schools manage student behavior while keeping students connected to instruction. A suspension removes students from learning opportunities and is frequently associated with lower academic achievement, reduced engagement, and increased risk of chronic absenteeism. Cedar Cove's zero-suspension rate suggests that the school is successfully using preventative and restorative approaches that allow students to remain engaged in their educational programs rather than being excluded from them. This is particularly important in an independent study environment, where maintaining strong relationships and consistent participation is essential to student success.

The school's suspension results align closely with its other positive engagement indicators. Cedar Cove simultaneously earned Blue status for Chronic Absenteeism, reporting a 0.0% chronic absenteeism rate, and met standards on the Local Climate Survey indicator. Together, these outcomes paint a consistent picture of a school where students feel connected, supported, and engaged. The combination of zero chronic absenteeism and zero suspensions is especially noteworthy because it suggests that students are both attending regularly and participating successfully in the school community. These conditions create a strong foundation for academic improvement and help explain why the school continues to demonstrate positive growth trends despite challenges in achievement levels.

From an accountability perspective, the Suspension Rate Indicator highlights one of Cedar Cove's greatest organizational strengths. The school's behavioral outcomes demonstrate effective communication with families, strong student-teacher relationships, proactive intervention practices, and a culture that prioritizes student success. Because behavior and school climate do not appear to be barriers to learning, future improvement efforts can focus more directly on academic achievement—particularly in Mathematics and ELA—while continuing to maintain the highly effective climate and engagement systems that have resulted in zero suspensions. Overall, the 2025 Dashboard data indicate that Cedar Cove provides a safe, supportive, and inclusive learning environment where students remain connected to school and instruction, positioning the school well for continued academic growth and improvement.

LOCAL DATA: NWEA MAP (MATH)

JCS–Cedar Cove's NWEA MAP Mathematics results for the 2025–2026 school year demonstrate strong overall performance, with students showing both above-average achievement and accelerated academic growth. Across all tested grades (Grades 2–6), the school achieved a median growth percentile of 64th, indicating that students grew faster than 64 percent of their academic peers nationwide. Achievement also improved substantially, rising from a 53rd percentile in fall to a 67th percentile in spring, reflecting a schoolwide increase in mathematics proficiency. By spring, more than half of students scored above the 60th percentile nationally, and 38% performed above the 80th percentile, suggesting a significant concentration of high-achieving mathematicians. Overall, the data place JCS–Cedar Cove in the desirable category of high achievement and high growth, indicating that students are both performing well and making stronger-than-expected progress.

Grade-level results reveal several notable strengths. Grade 2 demonstrated exceptional performance, posting a median growth percentile of 93rd and increasing achievement from the 66th percentile in fall to the 78th percentile in spring. More than two-thirds of Grade 2 students scored above the 60th percentile nationally by spring, making this grade the school's strongest area in mathematics. Grade 3 also performed well, with a growth percentile of 60th and achievement increasing from the 50th to the 65th percentile, indicating both solid growth and above-average achievement. These results suggest that foundational mathematics instruction in the primary grades is producing strong outcomes and accelerating student learning.

Performance was more mixed in the upper grades. Grade 4 demonstrated a median growth percentile of 35th, below the national norm, and achievement declined slightly from the 54th to the 48th percentile, indicating a need for additional instructional support and targeted intervention. Grade 6 showed the weakest results overall, with a growth percentile of 21st and achievement decreasing from the 36th to the 25th percentile. While the Grade 6 sample included only three students, the data suggest that mathematics achievement and growth should be closely monitored in the upper grades. In contrast, the single Grade 5 student demonstrated positive growth (64th percentile) and improved achievement from the 26th to the 33rd percentile, although the sample size is too small for broader conclusions.

Overall, the mathematics data indicate that JCS–Cedar Cove has a strong and effective math program, particularly in Grades 2 and 3, where students are achieving well above national norms and demonstrating accelerated growth. The school’s overall growth percentile of 64th is a notable strength and suggests that instructional practices are successfully advancing student learning. Future improvement efforts should focus on sustaining the high levels of achievement in the lower grades while strengthening growth and achievement outcomes in Grades 4 and 6. Continued use of targeted intervention, differentiated instruction, and progress monitoring will help ensure that all students experience the same level of success demonstrated by the school’s strongest-performing grade levels.

LOCAL DATA: NWEA MAP (READING)

JCS–Cedar Cove’s NWEA MAP Reading results for Fall 2025 to Spring 2026 indicate that students are performing at or above national norms overall, with particularly strong achievement outcomes despite more moderate growth. Across all tested grades (Grades 1–5), the school’s median reading achievement increased from the 59th percentile in fall to the 65th percentile in spring, demonstrating meaningful gains in overall reading performance. By spring, more than half of students (54%) scored above the 60th percentile nationally, including 32% performing above the 80th percentile. The school’s median growth percentile was 48th, which is close to the national average and suggests students generally made expected annual progress, though growth was not as strong as overall achievement. Of the 37 students included in the growth analysis, achievement substantially exceeded growth, placing the school in a position of relatively high performance with average growth.

Grade-level results reveal important differences across the school. Grade 3 demonstrated the strongest performance, with a median growth percentile of 69th and a spring achievement percentile of 76th, indicating both high achievement and accelerated growth. Nearly two-thirds of Grade 3 students scored above the 60th percentile nationally, and 43% scored above the 80th percentile. Grade 2 also maintained strong achievement, with a spring achievement percentile of 78th, although growth was more moderate at the 44th percentile. Grade 4 showed encouraging growth (61st percentile) and improved achievement from the 38th to the 41st percentile, suggesting students are making gains but have not yet reached the achievement levels seen in Grades 2 and 3.

The primary area for improvement appears in the lower-achieving grades. Grade 1 posted a spring achievement percentile of 50th and a growth percentile of 41st, indicating performance near the national average but slower-than-expected growth. The single Grade 5 student demonstrated a decline in achievement from the 36th to the 24th percentile and a growth percentile of 20th; however, because the sample size is only one student, these results should not be used to draw conclusions about overall program effectiveness.

Overall, the data suggest that JCS–Cedar Cove has established a strong reading program, particularly in the intermediate grades, with students performing above national norms and demonstrating continued improvement in achievement over the course of the year. The most strategic next steps would be to strengthen growth in the primary grades, especially Grade 1, while maintaining the high levels of

achievement and growth observed in Grades 2 and 3. Continued monitoring of student growth rates will help ensure that strong achievement levels are sustained and that students who are performing near or below grade-level expectations receive targeted instructional support.

LOCAL DATA: NWEA MAP (READING, SPANISH)

JCS–Cedar Cove’s NWEA MAP Reading (Spanish) results for the 2025–2026 school year reflect a small but meaningful sample of Spanish-reading students, with 13 students included in the growth analysis. Overall, students demonstrated average growth but declining achievement over the course of the year. The school’s median growth percentile was 42nd, slightly below the national norm of 50, indicating that students generally made somewhat less progress than their academic peers nationwide. Achievement declined from a 66th percentile in fall to a 54th percentile in spring, suggesting that while students continued to perform above the national average overall, their relative standing decreased during the school year. By spring, 39% of students remained above the 60th percentile nationally, but a larger proportion of students fell into the lower achievement bands compared to fall.

Grade-level results reveal contrasting patterns between Grades 1 and 2. Grade 1 students (n=7) demonstrated modest improvement in achievement, increasing from the 40th percentile in fall to the 54th percentile in spring, despite a growth percentile of 36th, which indicates slower-than-expected growth relative to national norms. This suggests that although students improved their achievement standing, progress was inconsistent across the grade level, with a sizable proportion of students still performing in the lower percentile bands. In contrast, Grade 2 students (n=6) exhibited exceptionally strong growth, with a median growth percentile of 85th, indicating that students grew substantially faster than comparable peers nationwide. However, despite this accelerated growth, Grade 2 achievement declined from the 71st percentile in fall to the 52nd percentile in spring. This apparent contradiction may reflect the small sample size, changes in the comparison norm group, or variability among individual student scores.

The growth and achievement quadrant analysis shows that Grade 2 falls into the high-growth, average-achievement range, while Grade 1 demonstrates average achievement with lower growth. These results suggest that instructional practices are helping some students make substantial gains, particularly in Grade 2, but that those gains are not yet translating consistently into higher overall achievement levels across the Spanish-reading population. Because the sample includes only 13 students across two grade levels, year-to-year fluctuations should be interpreted cautiously.

Overall, the Reading (Spanish) data indicate that JCS–Cedar Cove’s Spanish-language readers are performing near or above national averages, but achievement trends warrant close monitoring. The school’s strongest area is the exceptional growth demonstrated by Grade 2 students, while the primary area for improvement is ensuring that growth translates into sustained achievement gains across the program. Continued targeted literacy instruction, progress monitoring, and support for students performing below the 40th percentile may help strengthen both achievement and growth outcomes in future administrations.

LOCAL DATA: HOLISTIC STUDENT ASSESSMENT

The Holistic Student Assessment (HSA) summary for Cedar Cove during the 2025–2026 school year reflects data collected from 15 completed pre-surveys and no completed post- or mid-surveys. The assessment indicates that 26.7% of students fell within Tier 1 support needs, 40% were categorized as Tier 2, and 33.3% as Tier 3, suggesting that a significant portion of students may require moderate to intensive social-emotional or academic support. On average, students demonstrated 2.3 identified strengths and 3.0 identified challenges each, indicating that challenges slightly outweighed strengths across the group.

The strongest areas observed among students included school bonding (35.7%), emotion control (33.3%), optimism (26.7%), and trust and peer relationships (20% each). Additional strengths, such as action orientation, assertiveness, perseverance, empathy, reflection, learning interest, and relationships with adults, were identified in smaller percentages of students. However, the assessment also highlighted several key challenge areas. Empathy emerged as the most significant challenge, affecting 46.7% of students, followed by assertiveness and critical thinking (40% each), as well as perseverance and reflection (33.3% each). Other notable challenges included action orientation and academic motivation, each affecting 20% of participants.

Demographic data showed that nearly half of the participants were in 4th grade (46.7%), with smaller representation from grades 6, 7, 9, 10, 11, and 12. The majority of students identified as boys (53.3%), while 33.3% identified as girls, and a small percentage either preferred not to answer or self-described their gender. The student age distribution closely mirrored grade levels, with the largest group being 9-year-olds (46.7%). Most students reported English as their primary language (80%), while 13.3% reported another primary language. Racial and ethnic demographics revealed a diverse student population, with 40% identifying as White/Caucasian, 33.3% as Latino or Hispanic, 20% as Asian or Asian-American, and smaller percentages identifying as African-American/Black or self-described categories. Overall, the dashboard suggests that while students demonstrate meaningful strengths in connection, emotional regulation, and optimism, there are substantial opportunities for growth in empathy, critical thinking, perseverance, and self-advocacy skills.

Reflections: Technical Assistance

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

N/A. JCS-Cedar Cove 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.

JCS-Cedar Cove is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

JCS-Cedar Cove is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

JCS-Cedar Cove is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

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

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

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

PARTNER FEEDBACK AROUND LCAP GOAL 1 (CONDITIONS OF LEARNING)

Partner feedback regarding equitable learning conditions at JCS–Cedar Cove was highly positive, with families and staff expressing strong confidence in the quality of teachers, instructional resources, and overall learning environment. Survey ratings were consistently high, averaging between 4.5 and 4.8 out of 5 across key indicators, including teacher effectiveness, communication about resources, access to instructional materials, and investments in staff and student supports. Families frequently highlighted the school's nurturing culture, small

class sizes, individualized instruction, strong leadership, and caring staff as major strengths. Respondents appreciated the personalized attention students receive, particularly for those needing additional academic support, and noted that teachers go above and beyond to help students succeed. Many families also praised opportunities for student leadership, project-based learning, and the strong sense of community fostered through school events and relationships.

While overall satisfaction was high, stakeholders identified several areas for improvement. The most common theme was the need for a permanent, larger, and more functional school facility, with both staff and families noting limitations related to space, shared-use classrooms, and a lack of dedicated outdoor learning areas. Families also expressed interest in increasing outdoor activities, expanding garden-based learning opportunities, reducing student screen time, and providing additional peer interaction opportunities. Staff requested greater access to curriculum resources, more collaborative planning time, and support from a curriculum specialist to help evaluate and maintain instructional materials. Additional suggestions included expanding after-school partnerships, improving support services for students with special needs, and reducing wait times for evaluations and services. Overall, stakeholders believe Cedar Cove provides strong, equitable learning conditions built on caring relationships and high-quality instruction, while facility improvements and expanded student supports would have the greatest impact on further strengthening equity for all learners.

PARTNER FEEDBACK AROUND LCAP GOAL 2 (STUDENT OUTCOMES)

Partner feedback regarding student outcomes at JCS–Cedar Cove was overwhelmingly positive and reflected strong confidence in the school’s personalized approach to learning. Families consistently praised the quality of instruction, caring teachers, flexibility of programming, strong communication, and the school’s ability to meet students where they are academically and socially. Respondents highlighted strengths such as the Spanish immersion program, individualized support, project-based and leadership-focused learning, and the development of important life skills that prepare students for future success. Parents described instruction as patient, supportive, and responsive to student needs, while staff emphasized the use of data-driven instruction, differentiated learning, small-group support, leveled readers, and ongoing interventions to help students succeed. School Site Council feedback reinforced these themes, noting the benefits of classroom volunteers, differentiation, strong communication, individualized instruction, and a level of student support that exceeds what is often available in traditional public schools. Participants also highlighted efforts to celebrate diverse cultures and provide instruction tailored to varying student readiness levels.

While overall satisfaction was high, stakeholders identified several growth opportunities. Families expressed interest in increasing outdoor learning and movement opportunities, reducing reliance on technology, expanding challenging enrichment activities, and providing additional peer mentoring and buddy systems. Staff emphasized the need for a more suitable facility, additional classroom space, a push-in instructional aide to support all learners, and continued access to high-quality instructional resources. Respondents also suggested expanding career exploration opportunities, such as career days, research projects, internships, and other real-world learning experiences that help students connect classroom learning to future goals. School Site Council members raised facility and safety concerns, including restroom safety, emergency preparedness logistics, and campus fencing, while also discussing calendar adjustments to better support families during project weeks. Overall, stakeholders believe Cedar Cove provides a highly supportive and effective educational experience, and that additional staffing, facility improvements, enrichment opportunities, and expanded future-readiness experiences would further strengthen student outcomes for all learners.

PARTNER FEEDBACK AROUND LCAP GOAL 3 (CLIMATE & CULTURE)

Partner feedback regarding climate and culture at JCS–Cedar Cove was overwhelmingly positive, with families, students, staff, and School Site Council members emphasizing the school’s strong sense of community, welcoming atmosphere, and supportive relationships. Survey responses reflected high levels of satisfaction with staff responsiveness, family engagement, communication, and the school’s commitment to creating an inclusive environment where students feel known and valued. Families frequently highlighted the caring nature of teachers and staff, the strong connections among families, and the opportunities for meaningful involvement in school activities. Students and parents alike described Cedar Cove as a place where relationships are prioritized and where individualized attention helps foster a positive learning experience.

Stakeholders identified community-building efforts as a significant strength, noting activities such as park days, coffee chats, family events, and collaborative projects that help create connections among students and families. School Site Council members specifically commented that the school has successfully built a strong community and suggested continuing to strengthen family engagement through initiatives such as a “Let Grow” Play Club, an official room parent program, and structured protocols for welcoming new families into the school community. They also recommended creating opportunities for parent committees to support communication and clarify expectations around school projects and activities.

While overall feedback was highly favorable, respondents identified several opportunities for improvement. Families and SSC members suggested simplifying the school calendar by reducing the number of required events, which could increase participation and reduce family stress. Project Week was a recurring topic, with stakeholders recommending clearer communication and directions, particularly for younger grade levels, and exploring alternatives such as smaller projects or a home-study option during the March project week. Additional suggestions included increasing opportunities for student socialization, expanding extracurricular activities, and continuing to refine communication processes so families feel informed and supported. Overall, educational partners view Cedar Cove’s climate and culture as one of its greatest strengths, characterized by strong relationships, family involvement, and a close-knit community, while also recognizing opportunities to streamline activities and further enhance family engagement and communication.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Cedar Cove citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. To ensure staff are trained and well supported, the LEA will take action to provide a funded induction program for new teachers and administrators who need to clear their credentials. The instructional materials provided by the school are paramount to student success; therefore, we will ensure they are accessible to all students, rigorous, and aligned to standards through actions related to curriculum analysis, adoption, and implementation, technology provisions and support, and programs and services for unrepresented students. We will ensure the facilities are safe for individuals by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, and building improvements. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(including print and electronic) for use at school and at home as measured by local tracking systems					
1.3	Percentage of EL students with access to ELD standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%	2024/2025 - 100%	2024/2025 - 100%	2026/2027 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Exemplary	Fall 2024 - Exemplary	Fall 2025 - Exemplary	Fall 2026 - Good	Maintained
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 17% Full Implementation and Sustainability 74% Full Implementation 7% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase Research Phase	Spring 2025 26% Full Implementation and Sustainability 74% Full Implementation 0% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase Research Phase	Spring 2026 17% Full Implementation and Sustainability 52% Full Implementation 30% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2027 >90% Full Implementation	-22% Full Implementation and Sustainability
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 4 (Full Implementation) Instructional Materials -	Spring 2025 Professional Learning - Level 5	Spring 2026 - TBD Professional Learning - Level 3 Instructional Materials - Level 4	Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning: -1 Level Instructional Materials: Maintained

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

Goal Analysis [2025-26]

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

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

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

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

1.2 - Due to the limited capacity of staff to research and adopt new curriculum, as needed, the LEA still has less estimated actual expenditures for this action.
1.6 - The JCS network utilizes Charter Tech Services for daily technology support, and the School overestimated the annual shared cost of service by approximately \$5,000; therefore, the School will decrease the expenditure estimate for this action in the 26/27 LCAP.

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

LCAP Goal #1 actions were largely effective in maintaining equitable conditions of learning and ensuring student access to qualified staff, safe facilities, and standards-aligned instructional materials. The most significant evidence of effectiveness is that the school maintained 100% appropriately assigned and credentialed teachers throughout the reporting period, indicating that Action 1.1 (Highly Qualified

Teachers) successfully ensured students were served by qualified educators. Likewise, Actions 1.2, 1.4, and 1.5 were effective in providing instructional materials and technology access, as 100% of students had access to standards-aligned instructional materials, including print and electronic resources, and 100% of English Learners had access to standards-aligned ELD materials. The school also maintained an Exemplary Facility Inspection Tool (FIT) rating through Fall 2025, demonstrating the effectiveness of Actions 1.6 and 1.7 related to technology support and facility maintenance. In addition, the Local Performance Indicator for Programs and Services showed that 100% of students, including unduplicated pupils and students with disabilities, had access to programs and services, reflecting the success of Action 1.8 in providing equitable access to supports and a broad course of study.

Partner feedback further supports the effectiveness of these actions. Parent survey responses rated teacher quality (4.62/5), investment in high-quality staff (4.69/5), access to materials and equipment (4.75/5), and communication about learning resources (4.81/5) very positively. Staff also reported strong access to standards-aligned instructional materials, resources, and professional development, with average ratings of 4.5/5 in each area. These results suggest that investments in curriculum, technology, staff development, and instructional resources are being experienced positively by stakeholders and are contributing to equitable learning conditions.

Despite these strengths, some evidence indicates areas where actions were less effective or require continued attention. Staff survey responses identified concerns about facility limitations, including the lack of dedicated classroom space and the burden of regularly moving instructional materials and furniture. Staff also requested additional collaborative planning time, while families suggested expanding enrichment opportunities and after-school programs. In addition, Local Indicator results for ELD implementation showed declines in professional learning and staff support ratings between 2025 and 2026, suggesting that Actions 1.4 and 1.9 may need additional investment to strengthen staff capacity for supporting English Learners. Similarly, the Local Indicator for Priority 2 implementation showed a decline in the percentage of measures rated at the highest level of implementation and sustainability, indicating that while access and compliance metrics remained strong, some systems may not yet be fully institutionalized. Overall, the evidence demonstrates that Goal #1 actions were effective in maintaining high levels of access and equitable learning conditions, but continued focus on facilities, staff support, collaboration time, and professional learning will be necessary to sustain and deepen implementation.

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

1.2 - The School does not anticipate being able to prioritize the evaluation, research, and adoption of some middle school curriculum in 26/27; therefore, the projected expenditures for this action have been reduced.

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

1.6 - The School will decrease projected expenditures aligned to 1.6, in alignment with the 25/26 actual expenses for this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No
1.2	TK-8 Standards-aligned Curriculum & Materials	Ensure all TK-8th grade students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	\$30,000.00	Yes
1.3	Physical Education	Provide staffing, curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$500.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	\$1,000.00	No
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED/FHY along with copies of materials that need to be printed, as needed.	\$11,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$25,000.00	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.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Programs & Services	Continue to provide programs & services for Unduplicated Pupils and Students with Disabilities such that students have access to a broad course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)	\$2,000.00	Yes
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needing to clear their credentials.	\$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance on the CA Dashboard and from internal sources when data has been suppressed for small student subgroup populations, as well as stakeholder input, we've determined the school needs to dedicate resources, time, and attention to providing high-quality, equitable, and responsive instruction so all students can succeed at high levels. While impressive growth in ELA and math academic achievement has been demonstrated throughout the previous LCAP cycle, as evidenced through CAASPP data, there are significant equity gaps for socioeconomically disadvantaged students (SED) and students with disabilities (SwD) in all areas; therefore, we have determined that all students continue increasing communication and critical thinking skills. 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 English Learners on their path to becoming fluent in English. We will monitor growth and make instructional decisions to impact achievement in differentiated areas of need throughout the school year using the NWEA MAP assessment. The identified metrics below will help us measure growth and tell us if the actions/services identified are making an impact and enabling us to address areas of student need authentically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard, RCOE Tableau, & Parsec)	Spring 2023 All: 35.5 points above (Blue) SED: 7.9 points below (Yellow) SwD: --	Spring 2024 All: 6.6 points above (Yellow) SED: 20.8 points below SwD: 69.3 points below	Spring 2025 All: 4.3 points below (Yellow) SED: 32.6 points below Hispanic: 11.9 points below	Spring 2026 All: >35.5 above (Green or Blue) SED: >1.1 above (Green or Blue) SwD: TBD Hispanic: >58.7	All: -39.8 SED: -24.7 SwD: -- Hispanic: -70.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 58.7 points above (Blue)	Hispanic: 28 points below		above (Green or Blue)	
2.2	CAASPP Math DFS (CA Dashboard, RCOE Tableau, & Parsec)	Spring 2023 All: 2.3 points below (Green) SED: 50.2 points below (Orange) SwD: -- Hispanic: 21.7 points above (Blue)	Spring 2024 All: 9.8 points below (yellow) SED: 18.4 points below SwD: 22 points below Hispanic: 38.1 points below	Spring 2025 All: 28.2 points below (Orange) SED: 44.6 points below Hispanic: 11.5 points below	Spring 2026 All: >1.0 above (Green or Blue) SED: >41.2 below (Yellow) SwD: TBD Hispanic: >21.7 above (Green or Blue)	All: -25.9 SED: +5.6 SwD: N/A Hispanic: -33.2
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: 100%	Spring 2024 All: 0%	Spring 2025 All: 100% (Parsec)	Spring 2023 All: >75%	All: +100%
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: 50%	Spring 2024 All: 0%	Spring 2025 All: 100% (Parsec)	Spring 2023 All: >60%	All: +50%
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test (NWEA)	Fall 2023 Achievement: 60th Spring 2024 Achievement: 62nd Fall 23 - Spring 24 Growth: 49th	Fall 2024 Achievement: 44th Spring 2025 Achievement: 50th Fall 24 - Spring 25 Growth: 55th	Fall 2025 Achievement: 59th Spring 2026 Achievement: 65th Fall 25 - Spring 26 Growth: 48th	Spring 2027 Achievement: >50th Fall 26 - Spring 27 Growth: >50th	Fall Achievement: -1 Spring Achievement: +3 Growth: -1
2.6	Average achievement & growth percentile on the NWEA MAP Math Test (NWEA)	Fall 2023 Achievement: 61st Spring 2024 Achievement: 73rd Fall 23 - Spring 24 Growth: 63rd	Fall 2024 Achievement: 35th Spring 2025 Achievement: 60th Fall 24 - Spring 25 Growth: 86th	Fall 2025 Achievement: 53rd Spring 2026 Achievement: 67th Fall 25 - Spring 26 Growth: 64th	Spring 2027 Achievement: >50th Fall 26 - Spring 27 Growth: >50th	Fall Achievement: -8 Spring Achievement: -6 Growth: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	% of SST students meeting CAASPP growth goal (21+ points) (Local Calculation)	Spring 2023 - Spring 2024 ELA: -- Math: -- All SST students were in grades TK-3; therefore, two years of CAASPP data were not available.	Spring 2024 - Spring 2025 ELA: -- Math: -- All SST students were in grades TK-3; therefore, two years of CAASPP data were not available.	Spring 2025 - Spring 2026 ELA: -- Math: --	Spring 2023 - Spring 2024 ELA: >50% Math: >50%	ELA: N/A Math: N/A
2.8	% of SST students meeting NWEA MAP growth goal (Local Calculation)	Fall 2023 - Spring 2026 Reading: 33% Math: 0%	Spring 2024 - Spring 2025 ELA: 50% Math: --	Spring 2025 - Spring 2026 ELA: -- Math: --	Fall 2026 - Spring 2027 Reading: >50% Math: >50%	Reading: +12% Math: N/A
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success (Local Calculation)	Baseline to be determined in Year 1	Spring 2024 - Spring 2025 ELA: 0% Math: --	Spring 2025 - Spring 2026 ELA: -- Math: --	2026/2027 ELA: >50% Math: >50%	ELA: N/A Math: N/A
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 62.5%	Spring 2024 All: 63.7%	Spring 2025 All: 55.6%	Spring 2026 All: 70%	All: -6.9%
2.11	% of English Learner students reclassified as Fluent English Proficient (Parsec/Local Calculation)	Fall 2023 EL: 0%	Fall 2024 EL: 0%	Fall 2025 EL: 50%	Fall 2026 EL: >20%	All: +50%
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to Spring (Parsec/Local Calculation)	Spring 2023 EL: 0%	Spring 2024 EL: 100%	Spring 2025 EL: 50%	Spring 2026 EL: >75%	EL: +50%
2.13	% of College and Career Ready graduating students (SIS)	Spring 2024 All: 50%	Spring 2025 All: 0%	Spring 2026 All: 100%	Spring 2027 All: 60%	All: +50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2024 All: 33%	Spring 2025 All: 0%	Spring 2026 All: 100% (SIS)	Spring 2027 All: 30%	All: +67%
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: >5%	All: Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: >5%	All: Maintained
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2024 All: 0%	Spring 2025 All: 0%	Spring 2026 All: 0%	Spring 2027 All: 0%	All: Maintained
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 All: 29% 20/21 Cohort: 50% 21/22 Cohort: 0% 22/23 Cohort: 50% 23/24 Cohort: 0%	Spring 2025 All: 33% 21/22 Cohort: 33% 22/23 Cohort: 100% 23/24 Cohort: 0% 24/25 Cohort: 50%	Spring 2026 All: 29% 22/23 Cohort: 100% 23/24 Cohort: 0% 24/25 Cohort: 33% 25/26 Cohort: 0%	Spring 2027 All: 40%	All: -4%
2.19	% of students who have completed 2 or more college credit courses in high school (SIS)	Spring 2024 All: 14% 20/21 Cohort: 33% 21/22 Cohort: 0% 22/23 Cohort: 0%	Spring 2025 All: 11% 21/22 Cohort: 0% 22/23 Cohort: 100%	Spring 2026 All: 29% 22/23 Cohort: 100% 23/24 Cohort: 0%	Spring 2027 All: 20%	All: +18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23/24 Cohort: 0%	23/24 Cohort: 0% 24/25 Cohort: 0%	24/25 Cohort: 33% 25/26 Cohort: 0%		

Goal Analysis [2025-26]

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

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

All actions were carried out as planned. 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.

2.3 - The School was able to provide a dedicated staff member to support Academic Intervention, resulting in increased actual expenditures for this action. Additionally, the School received approximately \$5,000 in LREBG (other state) funding which was applied to this action, decreasing the LCFF contributing amount to Improved Services slightly.

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

LCAP Goal #2 actions were partially effective in advancing the goal of providing high-quality, equitable, and responsive instruction that prepares all students for academic success and post-secondary opportunities. Several actions demonstrated positive outcomes, particularly those focused on intervention supports, English Learner services, college and career readiness, and professional development. Investments in Tier I instructional practices, benchmark assessments, Tier II interventions, tutoring, EL coordination, and data systems (Actions 2.1–2.9) contributed to strong student growth measures on local assessments. NWEA Reading achievement remained above the 50th percentile overall, and Reading growth improved compared to baseline, while NWEA Math growth consistently exceeded the 50th percentile target. English Learner outcomes also showed meaningful progress, with the percentage of students reclassified as Fluent English Proficient increasing from 0% to 50%, and 50% of continuously enrolled English Learners demonstrating annual ELPI growth. Postsecondary readiness indicators also improved substantially, with College and Career Ready graduates increasing from 50% to 100%, students meeting a-g requirements increasing from 33% to 100%, and participation in multiple college-credit courses increasing from 14% to 29%. These gains suggest that actions such as the high school counselor, Bound for Blue program, college-credit access initiatives, Scoir, and expanded college and career supports positively impacted student preparedness for postsecondary experiences.

Stakeholder feedback further supports the effectiveness of several instructional actions. School Site Council participants noted strong differentiation, individualized instruction, small-group learning opportunities, leveled readers, individualized spelling lists, culturally responsive learning experiences, and frequent use of student data to inform instruction. Parents praised classroom volunteers, communication, and the level of academic support available to students, while staff emphasized ongoing data analysis and instructional practices such as Cognitively

Guided Instruction (CGI). These comments suggest that professional development, collaboration, intervention systems, and instructional supports are positively influencing classroom practice and helping meet diverse student needs.

At the same time, several key academic indicators reveal that the actions have not yet produced consistent improvements in statewide achievement outcomes. CAASPP performance in both ELA and Mathematics declined substantially from baseline levels for the overall student population and several student groups. ELA Distance from Standard fell from 35.5 points above standard to 4.3 points below standard for all students, while Math performance declined from 2.3 points below standard to 28.2 points below standard. Hispanic student performance also decreased significantly in both subject areas. Note: The school received three (3) LOSS scores in 2025 for students who started the state test but did not complete the minimum number of questions to receive a score; therefore, the students received the lowest possible score. Considering the very small population of students who test with the school, three LOSS scores made a significant impact (20+ point decline) on the school's overall DFS in ELA and Math.

Science achievement declined from 62.5% meeting or exceeding standards to 55.6%. In addition, Career Technical Education pathway completion, combined a-g and CTE completion, and AP exam participation remained at 0%, indicating that Actions 2.13 and 2.15 have not yet yielded measurable improvements in these areas. While intervention and college-readiness efforts appear to be producing positive outcomes for individual students and graduates, the overall academic achievement data suggest that additional refinement of instructional strategies, targeted supports, and expanded career pathway opportunities will be necessary to accelerate achievement and close equity gaps. Overall, the evidence indicates that Goal #2 actions have been effective in improving access to supports, English Learner outcomes, and postsecondary readiness opportunities, but have been less effective in generating consistent growth on statewide academic performance measures.

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.

2.3 - In 26/27, the School will continue to provide additional staffing to support Academic Intervention, increasing projected expenses for this action.

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

2.18 - The School will continue to expand the DLI program, adding another grade level and DLI teacher. This will increase projected expenses for this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PD - Tier I Practices for Academic Outcomes	Provide staff with ongoing professional development (ex. Cognitively Guided Instruction), support, collaboration time, and coaching to support high-quality Tier I instruction. This includes substitute teacher coverage for instructional rounds, ensuring the implementation of academic standards, data analysis, use of formative assessment practices, response to intervention, and other best practices to improve student academic outcomes.	\$30,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$2,500.00	Yes
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	\$85,000.00	Yes
2.4	ELA and Math Tutoring (EEPs)	Provide educational enrichment partners for math and ELA tutoring support.	\$10,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountability to time-sensitive deadlines related to student growth achievement and measurement.	\$200.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No
2.7	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$20,000.00	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.	\$1,400.00	Yes
2.10	High School Counselor	Fund high school counselor to improve college/career readiness for all students by counseling students in college/career paths and requirements, developing programs and opportunities for students to meet CCR requirements, ensuring courses are a-g approved, analyzing transcript data, providing professional development to teachers in transcript analysis, and looking for new strategies to increase CCI outcomes and promote College/Career Readiness.	\$4,000.00	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.	\$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 curricula.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$5,000.00	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.	\$1,000.00	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.	\$1,000.00	Yes
2.16	CCGI	Provide and promote the use of the California College Guidance Initiative (CCGI) so high school students, specifically SwD and SED, may ensure their courses meet requirements and to streamline applications to California-specific systems (UC, CSU, CCC), assisting with college and career readiness.	\$250.00	Yes
2.17	WASC Accreditation & Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,300.00	No
2.18	Spanish Immersion	Implement a Spanish Immersion program at the Academy including bilingual staff, materials, and other resources to support dual language instruction.	\$300,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from stakeholders shows that overall, our students and parents feel connected to and supported by their teachers and that the school provides a safe and nurturing environment. An analysis of data from the state and some local tools, such as our school information system, affirms this, demonstrating low and equitable suspension, expulsion, and drop-out rates for all students. Even so, on the Holistic Student Assessment (HSA), we have seen the % of students placed in Tier 3 (most significant SEL needs) increase since 2021. Tier 3 is the most intensive support level, indicating students in crisis or approaching crisis. We will address the SEL needs of our students with the Leader in Me leadership. The Chronic Absenteeism rate has been on the rise over the last 3 years, and while JCS-Cedar Cove's chronic absenteeism rate for all students is low, it did increase after 2022. Additionally, the SED and SwD demonstrate equity gaps in chronic absenteeism, which will be addressed through actions and services related to tiered re-engagement and transportation to school events. We also need to focus on increasing participation in family engagement activities that the LEA hosts on campus and decision-making opportunities such as surveys, School Site Council meetings, and board meetings. On parent surveys, the LEA typically receives responses from 15-25% of the parent population. Of those responses, very few are parents representing unduplicated 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, and interest-based electives. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes, increase parent involvement, and enhance the overall school climate at JCS-Cedar Cove. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Tier I & II students (combined) on HSA	Fall 2023 All: 73.1%	Fall 2024 All: 76.5%	Fall 2025 All: 66.7%	Fall 2026 All: 80%	All: -6.4%

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: 99.2%	Spring 2025: 98.7%	Spring 2026: 99.7%	Spring 2027: 98%	P2: +0.5%
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 4.4% (Yellow) SED: 9.3% (Orange) SwD: 20% (Orange) Hispanic: 3.7% (Yellow)	2023/2024 All: 2.4% (Blue) SED: 2.3% (Blue) SwD: 0% Hispanic: 0%	2024/2025 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)	2025/2026 All: <2.5% (Blue) SED: <7.8% (Green or Blue) SwD: <10% (Green or Blue) Hispanic: <2.5% (Blue)	All: -4.4% SED: -9.3% SwD: -20% Hispanic: -3.7%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 0.6% (Green) SED: 1.5% (Yellow) SwD: 4.5% (Orange) Hispanic: 0% (Blue)	2023/2024 All: 0.7% (Blue) SED: 0% (Blue) SwD: 4.3% Hispanic: 2.8% (Orange)	2024/2025 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)	2025/2026 All: <0.6% (Blue) SED: <1.5% (Green or Blue) SwD: <3.6% (Green or Blue) Hispanic: 0% (Blue)	All: -0.6% SED: -1.5% SwD: -4.5% Hispanic: Maintained
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: 0%	All: Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0%	2025/2026 All: 0%	All: Maintained
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%	2024/2025 All: 0% (Parsec)	2025/2026 All: 0%	All: Maintained
3.8	High School Graduation Rate (SIS)	2022/2023 All: 100%	2023/2024 All: 87%	2024/2025 All: 100% (Parsec)	2025/2026 All: >90%	All: Maintained
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 130	2024/2025 All: 128	2025/2026 All: 145	2026/2027 All: 145	All: +15
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 63%	Spring 2024 - Fall 2024 All: 66%	Spring 2025 - Fall 2025 All: 80%	Spring 2026 - Fall 2026 All: 75%	All: +17%
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 3.5 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement)	Spring 2026 (1-5 Rating Scale for Parent Engagement)	Spring 2027 (1-5 Rating Scale for Parent)	All: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 3.6 out of 5	All: 4.5 out of 5	Engagement) >4 All: >4 out of 5	

Goal Analysis [2025-26]

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

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

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

3.13 - The School utilized Enrollment Professor (consulting service) and online advertising to support enrollment growth. Actual expenses were approximately \$2,000 more than projected.

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

LCAP Goal #3 actions were largely effective in fostering a welcoming, inclusive, and supportive school environment for students, families, staff, and educational partners. Actions focused on leadership development, social-emotional learning, attendance, family engagement, student recognition, field trips, and community-building opportunities appear to have contributed to strong outcomes in student engagement and school connectedness. Most notably, chronic absenteeism declined dramatically across all student groups, dropping from 4.4% overall to 0%, with similarly significant reductions for socioeconomically disadvantaged students, students with disabilities, and Hispanic students. Suspension rates also improved, decreasing from 0.6% overall to 0%, while expulsion, middle school dropout, and high school dropout rates remained at 0%. Additionally, average daily attendance increased to 99.7%, graduation rates remained strong at 100%, enrollment grew from 130 to 145 students, and student retention increased from 63% to 80%, indicating that students and families continue to view the school as a positive and supportive environment. These outcomes suggest that actions related to attendance monitoring, restorative practices, foster youth support, expanded engagement opportunities, and relationship-building have been effective in promoting student success and belonging.

Family and community engagement data also demonstrate substantial progress toward Goal #3. The Local Indicator Priority 3 Parent Engagement rating increased from 3.5 to 4.5 out of 5, exceeding the Year 3 target and indicating stronger parent involvement in school decision-making and communication efforts. School Site Council feedback further supports this conclusion, as committee members described the school as having a strong sense of community built through activities such as park days, coffee chats, project colloquiums, and family events. Stakeholders also highlighted opportunities for parent involvement, including interest in a formal room-parent program, parent committees to support project-based learning, and additional opportunities to welcome and connect new families. These comments suggest

that Actions 3.10, 3.12, and 3.17 successfully created meaningful opportunities for families to engage with the school community and contribute to decision-making processes.

While the overall results indicate strong progress, some evidence suggests that several actions could be strengthened to further improve school climate and engagement. The percentage of Tier I and Tier II students reporting positive outcomes on the Holistic Student Assessment declined from 73.1% at baseline to 66.7%, indicating that additional focus may be needed on social-emotional supports, student wellness, and engagement initiatives associated with Actions 3.1 through 3.4. School Site Council members also expressed concerns about the number of required school events, suggesting that reducing or restructuring some activities could increase participation and engagement. Feedback related to project weeks indicated a need for clearer communication, more parent support, and greater flexibility in project expectations. These concerns suggest that while the school has been successful in building a strong community culture, continued refinement of communication systems, family engagement structures, and social-emotional supports could further strengthen implementation. Overall, the evidence indicates that Goal #3 actions have been effective in creating a welcoming and inclusive environment characterized by strong attendance, high retention, positive parent engagement, and a strong sense of community, while also identifying opportunities to improve student wellness measures and stakeholder participation.

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

3.2 - The School has received CHYBI (other state) funding to support SEL services; therefore, the school plans to add part-time personnel to provide SEL support services to students. This will increase projected expenditures for action 3.2, HSA and SEL Support Services.
 3.5 - The School is increasing services and expenditures aligned to Arts and Music to match the FY26/26 Prop 28 (other state) allocation.
 3.13 - The School will continue to utilize Enrollment Professor (consulting service) and online advertising to support enrollment growth; therefore, projected expenses for this action will be increased in 26/27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Leader in Me	Implement an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.	\$15,000.00	No
3.2	HSA & SEL Support Services	Administer Holistic Student Assessment annually to assess students' social-emotional well-being. Collaborate with staff to analyze HSA data and	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		provide tiered levels of SEL support. As needed, provide SEL support services in collaboration with general education staff.		
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.	\$2,000.00	No
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloudbased student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$2,000.00	No
3.5	Arts & Music	Increase Arts and Music Programing for all students	\$20,000.00	No
3.6	FHY Liaison	Provide Foster/Homeless Youth Liaison who will complete a needs assessment of services, identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP), communicate resources and educational opportunities to families as available, and provide resources/training to all staff as needed.	\$4,000.00	Yes
3.7	Student Engagement: Absenteeism & Attendance	Seek to address chronic absenteeism rates for SED and SwD by providing daily engagement opportunities, assessing the conditions and needs of student subgroups to understand why they have significantly higher rates, and collaborating with SEL support staff to provide additional support/services as needed.	\$2,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Decrease the suspension rate for SED and SwD with restorative practices while continuing to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	\$2,500.00	Yes

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.	\$4,000.00	No
3.10	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	\$500.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	\$500.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	\$2,500.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$6,000.00	No
3.14	Retention	Retain students by providing high-quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	PD - Leadership	Support the development of leaders through professional consultation, coaching, and collaboration to create a healthy, thriving culture of students, staff, and families.	\$2,000.00	No
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school. Provide staff to serve meals daily and facilitate meal delivery, set-up, and clean-up.	\$10,000.00	Yes
3.17	EL Parent Engagement	Allocate a staff member to support ELs, increase parent engagement, and provide additional communication support.	\$5,000.00	Yes
3.18	Expanded Learning	Increase access for Home Study students to attend an academic and enrichment-focused Learning Center on Fridays.	\$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$124,984	\$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
6.550%	0.000%	\$0.00	6.550%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: TK-8 Standards-aligned Curriculum & Materials Need: An analysis of the CA Dashboard equity report and internal data sources for suppressed data highlighted lower performance levels for socioeconomically disadvantaged SED students in ELA and Math performance. Staff feedback indicates that students need more	Based on this data and feedback from educational partners, especially teachers, we determined the need to prioritize structured core and supplemental learning resources. We will maintain updates and access to other curricula while we focus our resources on research-based ELA and Math. Our instructional staff understands the challenges our students are facing; therefore, they are in the best position to develop curriculum maps and pacing guides conducive and supportive to our student and parent population. Although the updated	1.2

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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). Scope: LEA-wide	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. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
2.1	Action: PD - Tier I Practices for Academic Outcomes Need: After reviewing our CAASPP data we found that our low-income students and students with disabilities achieve far below all students in ELA and Math. Scope: LEA-wide	Based on this, we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we will increase math and Science performance for our low-income students and SwD and close the performance gap. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.1-2.6, 2.10
2.2	Action: Benchmark Assessments Need: After reviewing our CAASPP data we found that our low-income students and students with disabilities achieve far below all students in ELA and Math.	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 SwD, and close the gap in performance through intervention and SPED	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
	Scope: LEA-wide	programs/services. We expect that by assessing students 3 times a year, we will continue to refine our identification, monitoring, and intervention for low-income students and SwD and see greater growth for them in ELA and Math. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
2.3	Action: Tier II Instructional Support in ELA & Math Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students in ELA and Math. Scope: LEA-wide	We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our 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. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.1-2.9
2.4	Action: ELA and Math Tutoring (EEPs) Need: SED students achieved below our overall student population on the CAASPP in ELA and math, with significant equity gaps. Our EL reclassification rate is also low. On parent and staff feedback surveys, we learned that many	By providing increased access to ELA and Math tutoring to SED, FHY, and ELs, they will get the support needed to achieve at higher levels and close the equity gaps. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.1-2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of our SED, EL, and FHY families have limited resources and parent-teachers are balancing work and school at home. There were multiple requests for more tutoring support in ELA and Math. Scope: LEA-wide		
2.5	Action: Beyond SST Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students in ELA and math. Scope: LEA-wide	The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. Our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.1-2.9
2.9	Action: ParsecGO Need: ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data points in one place and filter the data to look at different subgroups. While this tool is useful for all students, it is especially helpful in tracking data for our low-income (SED) students,	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.	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
	foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small. Scope: LEA-wide	Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
2.12	Action: A-G Courses: Current, Culturally Relevant Curriculum Need: National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically. Scope: LEA-wide	While all students will benefit from curriculum that is relevant, modern and inclusive of all cultures, we believe our English learners will improve their language acquisition faster and our low income students will achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curriculums will ultimately lead to increased language acquisition, higher ELPAC scores and higher ELPI rates. We expect that our low income students will perform better academically and on college/career readiness indicators. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.12, 2.13, 2.15
2.14	Action: College Course Credit Access Need: Since 2020, we have focused heavily on increasing the rate of high school students taking College Credit Courses. Our data	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	2.13, 2.18, 2.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. Scope: LEA-wide	College Credit Courses at a higher rate, which will improve their post-secondary outcomes. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
2.15	Action: CTE Access Need: Survey results and direct feedback conversations with students, staff, and parents revealed a strong desire for more career and technical education offerings for all students, specifically unduplicated students and students with disabilities. 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. Scope: LEA-wide	Providing CTE courses and pathways will fulfill partner requests for more "life skills" and vocational/technical education training. It will also provide all students, specifically unduplicated students and students with disabilities, with more opportunities to be considered College and Career Ready and, ultimately increasing post-secondary student outcomes. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.13, 2.15, 2.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.16	Action: CCGI Need: Parent and staff feedback expressed the need for students to be able to explore and understand post-secondary opportunities aligned to their personalized interests and skills, especially SwD and SED. Requests for aptitude tests and teaching learning around resume building, the job application process, and professional interviews were also made via survey and the two-minute conversation campaign. Scope: LEA-wide	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 with their future aspirations. While this action is focused on SwD and SED, it will be available for all students as a tool to promote College and Career Readiness. Within the program, students will be able to take aptitude tests, explore various college and career options, learn how to build resumes, apply for jobs/programs, and participate in successful interview processes. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.13
2.18	Action: Spanish Immersion Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students in ELA. Scope: LEA-wide	Research shows that learning a second language enhances communication skills. Spanish immersion programs encourage students to communicate in Spanish with their peers and teachers, which helps them develop strong listening, speaking, reading, and writing skills. With this action, we will support the language development of our low-income learners and improve ELA academic achievement. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	2.1
3.7	Action: Student Engagement: Absenteeism & Attendance	As an independent study charter school, the LEA claims attendance based on work completion and not on physical presence on a school campus; therefore, addressing Chronic Absenteeism equity	3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our SED students and SwD have higher rates of chronic absenteeism according to the CA Schools Dashboard and internal data. Scope: LEA-wide	gaps requires the school to consider means for supporting work completion when students are being homeschooled. Through the tiered re-engagement process, assessment of reasons for Chronic Absenteeism, and the provision of additional and appropriate resources that remove barriers, the chronic absenteeism rates for all our students, especially our SED and SwD students. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
3.8	Action: Student Engagement: Suspension, Expulsion, and Dropout Rates Need: In 22/23, the suspension rate for SED and SwD students increased significantly highlighting an equity gap when compared to the suspension rate of all students within the LEA. Scope: LEA-wide	Through the use of restorative practices including reflective tools, empathy counseling, and structured conversations, we seek to decrease the need for suspension for SwD, SED, and all students in response to poor behavior choices. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	3.4-3.7
3.12	Action: Parent Engagement & Communication Need: On parent surveys, the LEA typically receives responses from 15-25% of the parent population. Of those responses, very few are parents representing unduplicated students.	Increasing efforts to communicate regularly with parents, through varied channels (email, text, phone call, in-person), and with language translation tools, will improve parent engagement for SwD and unduplicated pupils. We will focus on asking for their opinions and feedback, listening, and following up with feedback about how their voices are valued and used to inform school decision-making. While the time and tools to	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
	Scope: LEA-wide	facilitate this increase in parent engagement are focused on SwD and unduplicated students, we will act for all students. Through this action, we will better inform our school decision-making processes with more consideration for the needs of SwD, SED, ELs, and FHY and increase parent engagement. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	
3.16	Action: Meals (NSLP) Need: An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within SED and SwD subgroups. Additionally, our SED and SwD population have significant equity gaps in academic achievement. Scope: LEA-wide	Providing two meals/day will better allow us to meet the basic needs of our students and result in increased engagement and achievement. Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.	3.1-3.10

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	Action: EL Coordinator & ELD Teacher Need: On the spring 2024 Summative ELPAC, 0% of EL students grew by at least one ELPI level. Scope: Limited to Unduplicated Student Group(s)	To make sufficient progress toward English Language proficiency, students need embedded and designated instruction along with at-home support. An EL Coordinator is necessary to track English Learners within the LEA, communicate with families about progress, support and direct teachers of record, replenish ELD curriculum, and evaluate the effectiveness of our program. EL Teacher(s) will support EL students by delivering twice weekly online designated instruction focused on listening and speaking, and offering increased support and communication about academic progress to home study families. With this action, we will increase the level of support and structure within our EL program, resulting in more students demonstrating growth on the Summative ELPAC.	2.11-2.12
3.6	Action: FHY Liaison Need: Our FHY face unique challenges and need increased support to achieve equitable student outcomes. Scope: Limited to Unduplicated Student Group(s)	By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we will increase and improve services. The development of an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year, while allowing us to further identify the needs of FHY students and provide them.	3.1-3.8
3.17	Action: EL Parent Engagement Need:	By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we will increase EL parent engagement,	3.11

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

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,908,208	\$124,984	6.550%	0.000%	6.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$566,650.00	\$65,100.00	\$0.00	\$26,400.00	\$658,150.00	\$479,250.00	\$178,900.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$10,000.00	\$20,000.00	\$30,000.00				\$30,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.4	ELD Curriculum and Materials	All	No			All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,000.00	\$1,000.00			\$10,000.00	\$11,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$7,600.00			\$2,400.00	\$10,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$900.00	\$1,600.00			\$2,500.00	
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$85,000.00	\$0.00	\$55,000.00	\$16,000.00		\$14,000.00	\$85,000.00	
2	2.4	ELA and Math Tutoring (EEPs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
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	\$2,000.00	\$0.00		\$2,000.00			\$2,000.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
2	2.9	ParsecGO	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,400.00	\$1,400.00				\$1,400.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$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	\$3,000.00	\$2,000.00	\$5,000.00				\$5,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$2,000.00	\$3,000.00	\$5,000.00				\$5,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.15	CTE Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.16	CCGI	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$250.00	\$0.00	\$250.00				\$250.00	
2	2.17	WASC Accreditation & Membership	All	No			All Schools	Ongoing	\$0.00	\$1,300.00	\$1,300.00				\$1,300.00	
2	2.18	Spanish Immersion	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$275,000.00	\$25,000.00	\$300,000.00				\$300,000.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$10,000.00	\$5,000.00		\$15,000.00			\$15,000.00	
3	3.2	HSA & SEL Support Services	All	No			All Schools	Ongoing	\$5,000.00	\$3,000.00		\$8,000.00			\$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	PD - SEL & Engagement	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.4	Online Safety: Securly	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.5	Arts & Music	All	No			All Schools	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$500.00	\$0.00	\$500.00				\$500.00	
3	3.15	PD - Leadership	All	No			All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.16	Meals (NSLP)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.18	Expanded Learning	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,908,208	\$124,984	6.550%	0.000%	6.550%	\$483,750.00	0.000%	25.351 %	Total:	\$483,750.00
								LEA-wide Total:	\$454,750.00
								Limited Total:	\$29,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$30,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$30,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$900.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	\$55,000.00	
2	2.4	ELA and Math Tutoring (EETs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	
2	2.9	ParsecGO	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
2	2.15	CTE Access	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
2	2.16	CCGI	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250.00	
2	2.18	Spanish Immersion	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$4,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$566,600.00	\$573,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	\$2,500.00	2,500
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	\$35,000.00	30,000
1	1.3	Physical Education	No	\$500.00	500
1	1.4	ELD Curriculum and Materials	Yes	\$1,000.00	1,000
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$11,000.00	11,000
1	1.6	Technology Support	No	\$30,000.00	25,000
1	1.7	Physical Safety	No	\$8,000.00	8,000
1	1.8	Programs & Services	Yes	\$2,000.00	2,000
1	1.9	Professional Development - Induction	No	\$10,000.00	10,000
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$30,000.00	30,000
2	2.2	Benchmark Assessments	Yes	\$2,500.00	2,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$70,000.00	85,000
2	2.4	ELA and Math Tutoring (EEPs)	Yes	\$10,000.00	10,000
2	2.5	Beyond SST	Yes	\$200.00	200
2	2.6	Collaboration with SELPA	No	\$2,500.00	2,500
2	2.7	SwD Professional Development	No	\$2,000.00	2,000
2	2.8	EL Coordinator & ELD Teacher	Yes	\$20,000.00	20,000
2	2.9	ParsecGO	Yes	\$1,400.00	1,400
2	2.10	High School Counselor	No	\$4,000.00	4,000
2	2.11	Bound for Blue	No	\$500.00	500
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$5,000.00	5,000
2	2.13	High School Electives	No	\$5,000.00	5,000
2	2.14	College Course Credit Access	Yes	\$1,000.00	1,000
2	2.15	CTE Access	Yes	\$1,000.00	1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Scoir	Yes	\$500.00	500
2	2.17	WASC Accreditation & Membership	No	\$1,300.00	1,300
2	2.18	Spanish Immersion	Yes	\$225,000.00	225,000
3	3.1	Leader in Me	No	\$15,000.00	15,000
3	3.2	HSA & SEL Support Services	No	\$3,000.00	3,000
3	3.3	PD - SEL & Engagement	No	\$2,000.00	2,000
3	3.4	Online Safety: Securly	No	\$2,000.00	2,000
3	3.5	Arts & Music	No	\$15,000.00	15,000
3	3.6	FHY Liaison	Yes	\$4,000.00	4,000
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$2,000.00	2,000
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	\$2,500.00	2,500
3	3.9	Field Trips	No	\$4,000.00	4,000
3	3.10	Family Events	No	\$500.00	500
3	3.11	Student Recognition and Incentives	No	\$500.00	500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Parent Engagement & Communication	Yes	\$2,500.00	2,500
3	3.13	Enrollment	No	\$4,200.00	6,000
3	3.14	Retention	No	\$500.00	500
3	3.15	PD - Leadership	No	\$2,000.00	2,000
3	3.16	Meals (NSLP)	Yes	\$10,000.00	10,000
3	3.17	EL Parent Engagement	Yes	\$5,000.00	5,000
3	3.18	Expanded Learning	No	\$10,000.00	10,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$114,000	\$389,600.00	\$394,600.00	(\$5,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	\$35,000.00	30,000		
1	1.4	ELD Curriculum and Materials	Yes	\$1,000.00	1,000		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$1,000.00	1,000		
1	1.8	Programs & Services	Yes	\$2,000.00	2,000		
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$3,000.00	3,000		
2	2.2	Benchmark Assessments	Yes	\$2,500.00	2,500		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$55,000.00	65,000		
2	2.4	ELA and Math Tutoring (EEPs)	Yes	\$10,000.00	10,000		
2	2.5	Beyond SST	Yes	\$200.00	200		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$20,000.00	20,000		
2	2.9	ParsecGO	Yes	\$1,400.00	1,400		
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$5,000.00	5,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.14	College Course Credit Access	Yes	\$1,000.00	1,000		
2	2.15	CTE Access	Yes	\$1,000.00	1,000		
2	2.16	Scoir	Yes	\$500.00	500		
2	2.18	Spanish Immersion	Yes	\$225,000.00	225,000		
3	3.6	FHY Liaison	Yes	\$4,000.00	4,000		
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$2,000.00	2,000		
3	3.8	Student Engagement: Suspension, Expulsion, and Dropout Rates	Yes	\$2,500.00	2,500		
3	3.12	Parent Engagement & Communication	Yes	\$2,500.00	2,500		
3	3.16	Meals (NSLP)	Yes	\$10,000.00	10,000		
3	3.17	EL Parent Engagement	Yes	\$5,000.00	5,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,631,923	\$114,000	0%	6.986%	\$394,600.00	0.000%	24.180%	\$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 #
• 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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