



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Julian Charter School

CDS Code: 37 68163 3731239

School Year: 2025-26

LEA contact information:

Lori Cummings

Principal

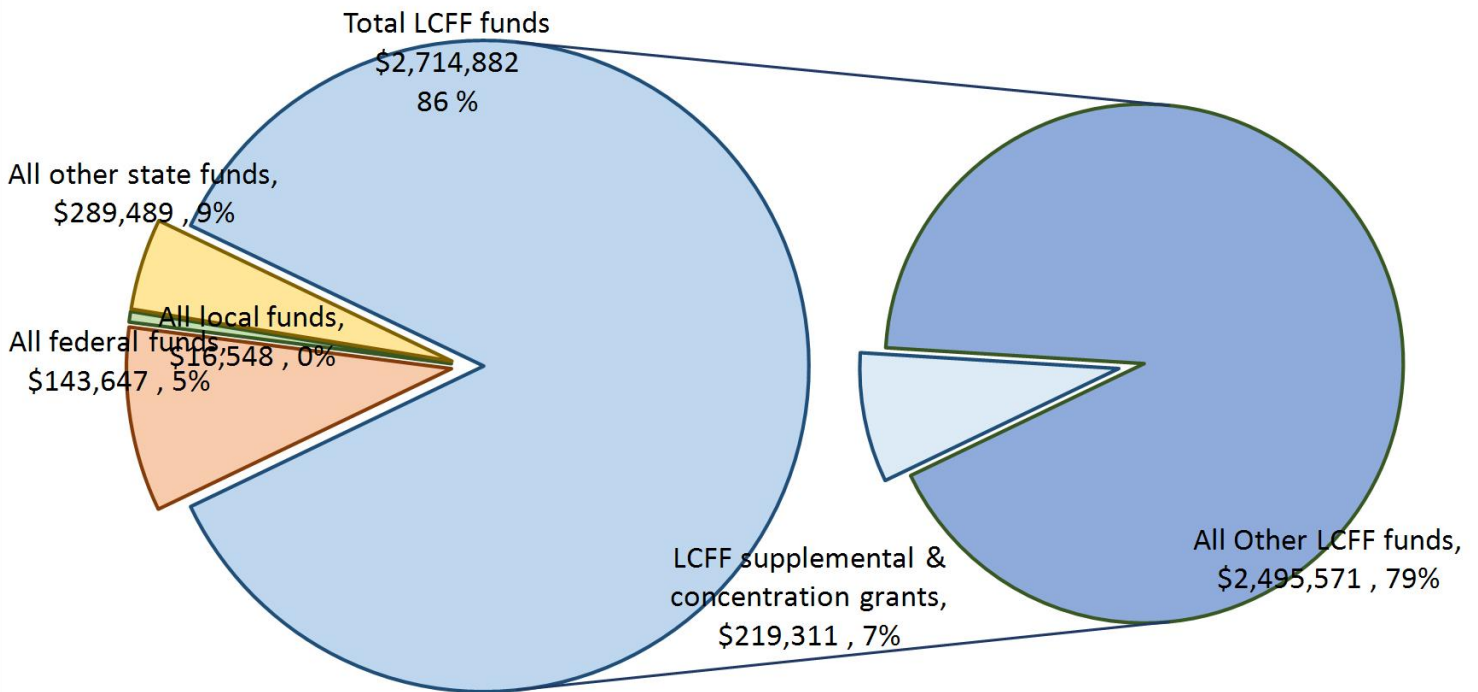
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(760) 420-3690

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

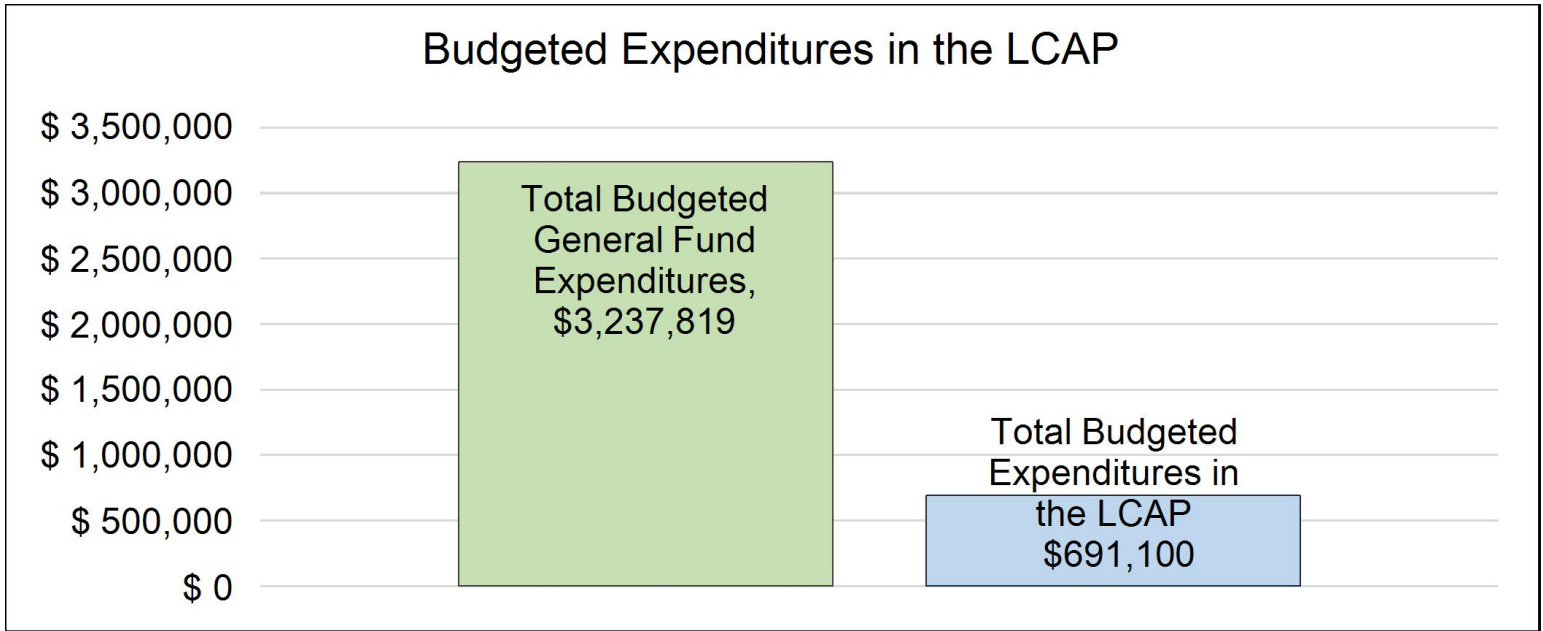


This chart shows the total general purpose revenue Julian Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julian Charter School is \$3,164,566, of which \$2,714,882 is Local Control Funding Formula (LCFF), \$289,489 is other state funds, \$16,548 is local funds, and \$143,647 is federal funds. Of the \$2,714,882 in LCFF Funds, \$219,311 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Julian Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Julian Charter School plans to spend \$3,237,819 for the 2025-26 school year. Of that amount, \$691,100 is tied to actions/services in the LCAP and \$2,546,719 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

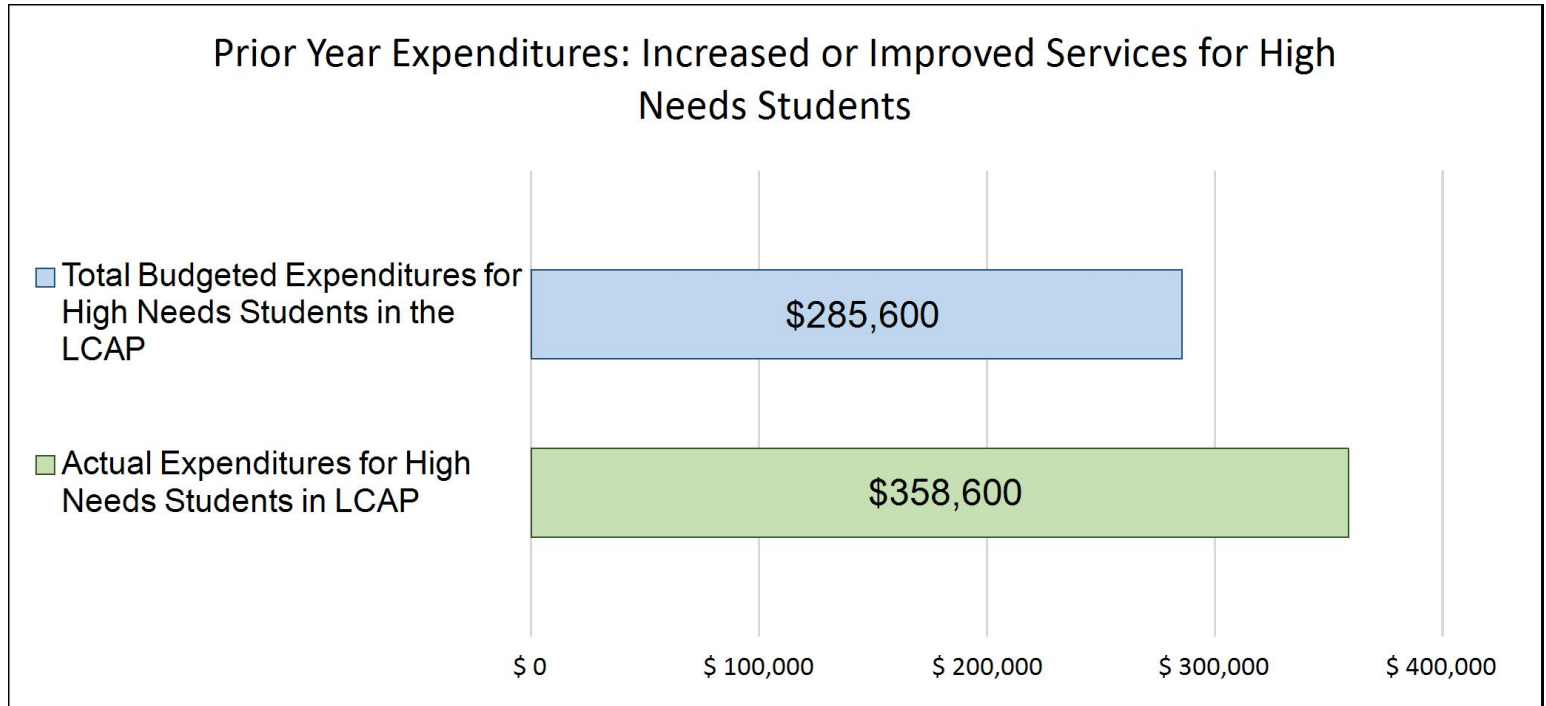
The LCAP is written as a focus goal plan for school improvement. It has been developed based on needs identified through data analysis and partner impact. Basic operational costs, such as general education salaries/benefits, are general fund budget expenditures that are not included in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Julian Charter School is projecting it will receive \$219,311 based on the enrollment of foster youth, English learner, and low-income students. Julian Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Julian Charter School plans to spend \$378,800 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 2024-25



This chart compares what Julian Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Julian Charter School 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 2024-25, Julian Charter School's LCAP budgeted \$285,600 for planned actions to increase or improve services for high needs students. Julian Charter School actually spent \$358,600 for actions to increase or improve services for high needs students in 2024-25.



**JCS LIVE**

## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Julian Charter School	Lori Cummings Principal	lcummings@jcs-inc.org (760) 420-3690

## Plan Summary [2025-26]

### General Information

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

Julian Charter School (JCS LIVE) is an independent study TK-12 charter school sponsored by the Julian Union Elementary School District. The original charter was founded in November 1999 to meet the needs of students underserved by traditional systems and for families with a strong desire to homeschool. Between 1999-2018, Julian Charter grew to serve over 2500 students with homestudy and hybrid independent study options. Due to a change in independent study law in 2018, Julian Charter had to re-group and split into six different charter schools. The original charter became one of the six schools within the new JCS Family of Charter Schools and transitioned to become known as JCS LIVE, and serve students in a 100% virtual learning environment. As of 4/11/2025 (P2), there are 211 students from San Diego, Orange, and Riverside counties enrolled in JCS LIVE. Today JCS LIVE is a synchronous online school, where all students and teachers meet virtually. The main JCS office is located at the Julian Union district’s middle school campus, which houses a small number of back office staff.

The mission of JCS-LIVE is to provide an alternative classroom setting tailored for students who desire a synchronous, online, personalized environment focused on Career and Technical Education. JCS LIVE is dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

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

By grade level, the distribution of students is relatively balanced, with increasing enrollment numbers in higher grade levels. The largest group is Grade 12, which has 29 students (13.7%), followed closely by Grade 11 with 24 students (11.4%) and Grade 09 with 23 students (10.9%). Middle school grades also show strong enrollment: Grade 07 has 27 students (12.8%), and Grade 06 has 20 students (9.5%). In contrast, the early elementary grades have lower numbers, with only 2 students (0.9%) in Transitional Kindergarten (TK), 6 (2.8%) in Kindergarten, and 3 each in Grades 1 and 2 (1.4% each). This indicates a significant skew toward upper grade enrollment, suggesting either a high school-focused program or an expansion that began in higher grades and is growing downward.

Racially, the largest group is White, comprising 107 students or 50.7% of the population. This is followed by Mexican American students at 32 students (15.2%) and Hispanic or Latino (non-Mexican American) students at 31 (14.7%). Black or African American students make up 7.1% (15 students). Smaller racial groups include American Indian or Alaska Native (3.3%), Samoan (1.4%), and several groups, including Asian, Choctaw, Japanese, Middle Eastern, Other Asian, and Unspecified—all at 0.9% (2 students each). Groups with only 1 student each (0.5%) include Asian Indian, Cambodian, Filipino, and Laotian. Regarding ethnicity, 46.0% of students (97 individuals) identify as Hispanic, while 54.0% (114 students) are Not Hispanic. This indicates a relatively balanced ethnic composition with a slight majority of students identifying as non-Hispanic. The data offers insight into the cultural and ethnic diversity within the student body, which may inform culturally responsive practices and support services within the school.

Out of 211 students, a significant portion, 97 students (46.0%), are classified as socio-economically disadvantaged, indicating that nearly half of the student body faces economic hardship. Additionally, 54 students (25.6%) are receiving Special Education services, which reflects a sizable portion of the school population requiring individualized support. In terms of language diversity among English Learners, 8 students (3.8%) are designated as English Learners. Of these, 7 students speak Spanish (3.3% of the total population), and 1 student speaks Samoan (0.5%). This data highlights the need for targeted language support services and bilingual resources, especially for Spanish-speaking students. The high percentages of socio-economic disadvantage and Special Education eligibility suggest that the school must prioritize equity, accessibility, and differentiated instruction to meet the needs of its diverse student population.

Out of 211 students, the vast majority—205 students (97.2%)—live in permanent housing, defined as residing in a permanent, single-home dwelling. A small number of students experience less stable living situations: 2 students (0.9%) reside in hotels or motels (single-room-occupancy buildings), another 2 students (0.9%) are temporarily doubled or tripled up with non-guardian adults, 1 student (0.5%) is temporarily unsheltered (living in a trailer or motor home), and 1 student (0.5%) is identified as a special education student living with legal guardians. These figures suggest that while the overwhelming majority of students have stable housing, there remains a small but notable subset—roughly 3%—experiencing housing insecurity or transitional living conditions. This population may require additional support services such as counseling, academic accommodations, or basic needs assistance to ensure equitable access to education and resources.

While the LEA does not have a migrant population in the traditional sense, there is a somewhat transient population: Some families decide

that home study or virtual learning is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS-LIVE for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer, while others prefer the traditional home study model with the flexibility and choice in curriculum and daily schedule. Because the school covers such a large geographical area, the student demographics and needs vary somewhat depending on the region. As a school, the LEA looks at data by county and grade level (TK-8 and 9-12) and as a whole to identify our students' needs. While JCS LIVE strives to support all learners in meeting their potential, the LEA is very aware of its struggling and at-risk learners and their diverse needs with the intention and dedication to provide additional supports outlined in the annual Local Control Accountability Plan (LCAP).

## Reflections: Annual Performance

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

The 2024 CA School Dashboard was released in December 2024 and revealed areas of academic performance and engagement where JCS LIVE is improving or declining. This information allows the LEA to reflect on the effectiveness of actions/services in the 24/25 LCAP. Additionally, the dashboard data (along with other data collected from internal assessments, surveys, partner engagement forums, etc.) highlighted areas where JCS LIVE should revise/refine actions and services in the 25/26 LCAP, especially related to equity for disadvantaged subgroups of students. For several engagement indicators and state-required metrics, data is not publicly available for JCS LIVE students due to small enrollment numbers; therefore, the LEA used local data and calculations to determine overall performance and equity gaps. In addition to the 2024 CA School Dashboard, the following sources were used to access and analyze annual performance data: DataQuest (public database), NWEA MAP (local verified data), School Pathways (local School Information System), Qualtrics (local SEL survey data), RCOE Tableau (public data analysis tool) and Parsec (public and local data file analysis tool).

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

Note about LREBG Funding: The LEA did not have any unexpended LREBG funding in FY24/25. If the LEA receives LREBG funding in FY25/26, after the state's budget has been approved, the LCAP will be amended and re-approved by the LEA's board of directors to meet criteria that allow for LREBG expenditures in FY25/26.

### ACADEMIC PERFORMANCE DATA

For all academic indicators on the CA Schools Dashboard, the students of JCS LIVE significantly outperform the state of California, indicating that students enrolled with JCS LIVE have more positive student outcomes than the majority of students in California. Because JCS LIVE is

considered a small school and the number of students eligible to participate in state testing is even smaller (Grades 3-8 & 11), some equity report information is not available. For transparency, the total number of valid student results for ELA and Math is 90. Of that group, the student count for groups that generate an equity performance rating is as follows: Socioeconomically Disadvantaged (35), Students with Disabilities (29), Two or More Races (11), Hispanic (36), White (39). Student numbers for subgroups whose data is suppressed and not publicly shared are as follows: English Learners (7), Homeless (0), African American (2), Asian (2), American Indian (1), Filipino (1), Foster Youth (0), Long-term English Learners (1).

#### --ELA Performance Analysis--

All Students: Overall, 50.5% of all JCS LIVE students eligible to take the state test in Spring 2024 met/exceeded the standard in English Language Arts. According to the CA Schools Dashboard, the Distance from Standard (DFS) is 14.7 points above standard, which is maintained (-2.3 points) from the 2023 ELA CAASPP performance. This has placed JCS LIVE in the “green” (high) performance category.

Equity Analysis: No subgroups earned the red (lowest) or orange (low) performance rating for ELA. Two subgroups earned the yellow (middle) performance rating: SED and Hispanic. White students earned the green (high) performance rating. All other subgroups did not earn performance colors due to low student numbers. An analysis of internal data revealed a significant disparity between female and male students: 69.2% of females met or exceeded the standard, compared to only 29.8% of males, indicating a substantial gender gap in performance. When broken down by program eligibility, only 38.5% of socioeconomically disadvantaged students met the standard, and students with disabilities had the lowest performance, with only 24.0% meeting or exceeding expectations. In terms of race and ethnicity, White students performed the highest at 52.5%, followed closely by students identifying with two or more races (50.0%) and Hispanic or Latino students (48.7%).

#### --EAP Performance Analysis (ELA)--

45.0% of all 11th-grade students met or exceeded the standard, which is slightly below the overall schoolwide performance rate of 50.5% across all grade levels. Among socioeconomically disadvantaged Grade 11 students, the rate is nearly identical to the overall group, at 45.5%, indicating that this subgroup performed on par with the general cohort. This is somewhat atypical, as socioeconomically disadvantaged students often underperform compared to their peers.

Conclusions and Impact on LCAP actions/services: This data suggests that while the overall ELA performance is slightly above the 50% mark, there are critical equity gaps that need to be addressed, particularly for male students, students with disabilities, and socioeconomically disadvantaged students. These discrepancies highlight areas where targeted instructional support and interventions may be necessary. For Grade 11, where students have the opportunity to demonstrate EAP readiness, results highlight moderate proficiency in English Language Arts, with notable strength among female students and relatively equitable outcomes for socioeconomically disadvantaged students in this specific cohort. However, the general proficiency rate suggests there is room for improvement in preparing students for postsecondary literacy demands.

There are several actions/services in the 24/25 LCAP aimed at improving outcomes for subgroups and, specifically, closing equity gaps for SED and SwD students. In the 25/26 LCAP, these will need to be revised or refocused since 2024 data indicates that inequitable challenges for these subgroups are still significant. Local data related to academic intervention has been inconsistent; therefore, the LEA will ensure these continued efforts are systematic and specifically focused on underserved students to close equity gaps.

--Math Performance Analysis--

All Students: Overall, 43.9% of all JCS LIVE students eligible to take the state test in Spring 2024 met/exceeded the standard in Mathematics. According to the CA Schools Dashboard, the Distance from Standard (DFS) is 17.5 points below standard, an 18.6-point increase from the 2023 Math CAASPP performance. This has placed JCS LIVE in the “green” (high) performance category.

Equity Analysis: No subgroups earned the red (lowest) or orange (low) performance ratings for Math. Two subgroups earned the yellow (middle) performance rating: Hispanic and SED. White students earned the green (high) performance rating. All other subgroups did not earn performance colors due to low student numbers. An analysis of internal data revealed that, among program-based subgroups, socioeconomically disadvantaged students scored slightly lower at 38.5%, while students with disabilities performed significantly lower at just 12.5%, indicating a major achievement gap. Ethnic and racial breakdowns show that White students had the highest proficiency at 51.3%, followed by Hispanic or Latino students at 41.0%, and students identifying as two or more races at 25.0%. Gender-based differences are also clear: females outperformed males significantly, with 51.9% meeting or exceeding the standard compared to just 34.8% of males.

--EAP Performance Analysis (Math)--

Overall, only 25.0% of all Grade 11 students met or exceeded expectations in math. When broken down by subgroup, socioeconomically disadvantaged students slightly outperformed the overall group, with 27.3% meeting or exceeding the standard.

Conclusions and Impact on LCAP actions/services: The 2024 CAASPP math data analysis underscores the need for targeted support for students with disabilities, male students, and racially diverse students, particularly those identifying as two or more races—to close the achievement gap and ensure equitable outcomes in math proficiency. For Grade 11, where students have the opportunity to demonstrate EAP readiness, results indicate low overall math achievement in Grade 11, especially when compared to the school's overall 2024 math proficiency rate of 43.9% across all grades. The Grade 11 data highlights a need for intervention and curriculum support at the high school level, particularly in preparing students for college and career readiness. Additionally, the relatively better performance of socioeconomically disadvantaged students in this instance, while still low, may warrant closer examination of what supports or conditions contributed to their comparatively higher rate.

--EL Performance Analysis--

Due to data suppression, there is no public data for English Learners at JCS LIVE for ELPAC performance and EL Reclassification Rate. As reflected on the CA Schools Dashboard, JCS LIVE only had five (5) English Learners in 2023/2024 who took the Summative ELPAC, and 100% of ELs maintained their ELPI level. The LEA will continue to focus actions/services on EL development and, as EL numbers increase, we will evaluate the effectiveness of the LCAP actions and services.

--College and Career Analysis--

All Students: According to the 2024 CA School Dashboard, JCS LIVE had 40 students eligible for College and Career Readiness evaluation. 25% are considered College & Career Prepared, an increase of 1.9% from the 2023 dashboard. Due to data suppression, the LEA does not receive a performance color for the College and Career indicator. Regardless, the LEA has been dedicating resources for several years to improve student outcomes in this area, and an analysis of internal data reveals areas of growth and improvement needed when it comes to equity.

Equity Analysis: Due to the small population of students (40) and even smaller subgroups (none larger than 27 students), equity performance colors were not given. The student subgroups with public data are White, Hispanic, SED, and SwD. 26.7% of White students, 23.5% of Hispanic students, 22.2% of SED students, and 26.7% of SwD students were college and career-ready in 2024.

Conclusions and Impact on LCAP actions/services: The 2024 CA School Dashboard data reveals that only 25% of students at JCS LIVE were considered College and Career Ready, reflecting a slight increase of 1.9% from the previous year. While this marks modest improvement, it still indicates that the majority—three out of every four students—are not adequately prepared for postsecondary education or the workforce. Due to the small total student population (40 students) and even smaller subgroup sizes (none exceeding 27), performance colors for equity indicators were not assigned. However, publicly reported data for key subgroups shows similarly low readiness rates: 26.7% for White students, 23.5% for Hispanic students, 22.2% for socioeconomically disadvantaged (SED) students, and 26.7% for students with disabilities (SwD). Although the differences between these groups are relatively narrow, the uniformly low performance suggests systemic issues that affect all students rather than disparities isolated to specific populations. The school has been dedicating resources for several years to address these challenges, and internal data points to both areas of growth and areas in need of improvement. Nevertheless, the persistently low readiness rates across all subgroups highlight a need for more targeted, effective, and equitable strategies to ensure students are leaving high school prepared for college and careers.

#### --Science Performance--

All Students: The 2024 CA Schools Dashboard introduced Science (CAST) data for informational purposes only. 61 students had valid CAST scores, and 39.4% of them demonstrated proficiency with a DFS of -3.1 (0.6 point increase).

Equity Analysis: When broken down by subgroup, the data reveals significant variation in performance. Socioeconomically disadvantaged students (SED) had a lower proficiency rate at 29.2%, while students with disabilities (SwD) performed even lower at just 17.4%, underscoring persistent achievement gaps for these vulnerable populations. In contrast, Hispanic or Latino students and male students both achieved the highest performance levels, with 50% meeting or exceeding standards. White students and female students lagged, with 29.0% and 30.6% proficiency, respectively.

Conclusions and Impact on LCAP actions/services: This data suggests not only an overall need for stronger science instruction and support but also highlights disparities in achievement between different demographic groups, especially the pronounced gaps affecting SwD and SED students. Notably, male and Hispanic or Latino students outperformed all other subgroups, which may merit further investigation into contributing factors and potential best practices to replicate across underperforming student groups.

#### --Growth Data--

All Students: The 2024 CA Schools Dashboard introduced ELA & Math Growth data for informational purposes only. For ELA, JCS LIVE students generally scored 5 points above the typical growth of students with similar test scores in the previous grade level. By subgroup, SwD, SED, White, and Hispanic students all had "typical" ELA growth, scoring between 4-7 points above students with similar test scores in the previous grade level. In Math, JCS LIVE students scored 24 points above the typical growth of students with similar test scores in the previous grade level. By subgroup, SwD, SED, White, and Hispanic students all had "above" math growth, scoring between 19-30 points above students with similar test scores in the previous grade level.

Conclusions and Impact on LCAP actions/services: While ELA growth across subgroups was solid and typical, the substantially higher growth in Math indicates a promising area of instructional strength at JCS LIVE. The consistent gains across diverse student populations also suggest a degree of equity in academic progress, particularly in Math, though continued support may be needed to elevate ELA growth from typical to above-typical levels.

## ACADEMIC ENGAGEMENT DATA

### --Chronic Absenteeism Analysis--

All Students: Chronic absenteeism data is based on the percentage of students in transitional kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were enrolled. In 2023/2024, 8.5% of 118 students at JCS LIVE were considered chronically absent, a decline of 3.6% from 2022/2023. This status and change earned the LEA the green (high) performance color. The chronic absenteeism rate for JCS LIVE is significantly lower than the statewide average, indicating that students at JCS LIVE are less likely to be chronically absent than the average student in California.

Equity Analysis: For Chronic Absenteeism, no groups are in the lowest performance tiers. THE SED student group is in the yellow (middle) performance tier, and Hispanic and White students are in the green (high) performance tier. 14.6% of SED students were chronically absent in 2023/2024, a decline of 7.5% from the previous year. The rate of chronic absenteeism for White students is 9.6% (-0.9%) and for Hispanic students it is 8.5% (-4.7%). While SwD students and students with 2 or more races did not meet the student count threshold to receive a performance color for chronic absenteeism, dashboard data shows that the chronic absenteeism rate for SwD is 6.7% (-0.5%) and the rate for students with 2 or more races is 0%.

Conclusions and Impact on LCAP actions/services: The 2023/2024 chronic absenteeism data for JCS LIVE demonstrates significant improvement and positive trends across most student groups. Overall, 8.5% of the 118 students in grades TK–8 were identified as chronically absent, reflecting a substantial decline of 3.6 percentage points from the previous year. This improvement earned the school a green (high) performance rating on the California School Dashboard, and the chronic absenteeism rate remains notably lower than the statewide average, an indicator of relatively strong attendance patterns.

An equity analysis reveals encouraging progress for several student subgroups. Socioeconomically Disadvantaged (SED) students, while still facing a higher absenteeism rate at 14.6%, saw a significant 7.5 percentage point reduction compared to the previous year, earning them a yellow (middle) performance rating. Hispanic and White students both achieved green performance ratings, with chronic absenteeism rates of 8.5% and 9.6%, respectively, each showing modest declines. Though Students with Disabilities (SwD) and students identifying with two or more races did not meet the threshold for official performance ratings, the available data is promising: SwD had a rate of 6.7%, and students with two or more races had a 0% rate of chronic absenteeism. These trends indicate overall improvement in attendance and suggest that targeted interventions, especially for SED students, are having a positive impact while also highlighting areas that still require continued support.

### --Graduation Rate--

All Students: According to the 2024 CA School Dashboard, JCS LIVE had 40 students eligible for high school graduation and had a graduation rate of 82.5%. This is a decline of 9.8% from the 2023 dashboard. Due to data suppression, the LEA does not receive a performance color for the Graduation Rate indicator. The 2024 graduation rate for the LEA is lower than the state graduation rate. Even so,

the 2024 High School dropout rate for JCS LIVE was 12.5%, indicating that other outcomes were available to students, such as CPP completion and certificate of completion or continuous enrollment for SwDs.

Note--Internal analysis of the 2024 drop-out rate revealed that the LEA was accountable for students who withdrew from JCS LIVE as far back as 2021 but did not enroll in another public school. These students, who would have been meant to graduation in 2024, are considered the LEA's drop-out students even though they withdrew from JCS LIVE several years ago.

Equity Analysis: When examined by program, socioeconomically disadvantaged students graduated at a rate of 77.8%, while students with disabilities had a significantly lower rate of 73.3%. By ethnicity and race, White students had the highest graduation rate at 86.7%, followed closely by Hispanic or Latino students at 82.4%. In terms of gender, males had a graduation rate of 87.5%, which surpasses both the overall average and the rate for females, which is 79.2%.

Conclusions and Impact on LCAP actions/services: 2024 resulted in declining graduation rates for JCS LIVE. Additionally, an equity analysis of the graduation data shows notable disparities among student subgroups, indicating a need for targeted supports for SwDs, socioeconomically disadvantaged students, and female students. Additionally, improved tracking and withdrawal procedures could help the LEA more accurately reflect student outcomes and reduce future accountability misclassifications. As a result, the 25/26 LCAP will maintain and strengthen supports in service of improving graduation rates for all students, while prioritizing focused interventions for SED and SwD students, including academic support, transition planning, and personalized graduation pathways. The LEA will direct high school counsellors to investigate the reasons behind the overall graduation rate decline in order to understand if students are taking longer to graduate or opting for alternative credentials. The LEA will continue to monitor small subgroups closely, even when equity colors are not assigned, to inform targeted resource allocation and support equity goals.

## CONDITIONS AND CLIMATE

### --Suspension Rate Analysis--

All Students: Suspension rate data is based on the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. In 2023/2024, 0% of 251 students at JCS LIVE were suspended, placing the LEA in the blue (highest) performance tier. The suspension rate for JCS LIVE is significantly lower than the statewide average, indicating that JCS LIVE is more effective at using positive interventions and restorative practices to support student discipline behavior than most schools in the state of California.

Equity Analysis: With a suspension rate of 0%, all populated subgroups (Hispanic, SED, SwD, and White) were placed in the blue (highest) performance tier.

Conclusions and Impact of LCAP actions/services: JCS LIVE demonstrates strong overall discipline practices, maintaining a 0% suspension rate and top-tier performance statewide. As a result, the LEA will maintain current positive and restorative discipline practices across the school and current LCAP, such as Leader In Me (301), HSA & SEL Counselor (302), and PD - SEL & Engagement (303).

### --Local Climate Survey (HSA)--

All Students: The analysis of the Fall 2024 PEAR Holistic Student Assessment (HSA) at JCS-LIVE revealed important insights into the social-emotional development of students in grades 4–12. With 140 completed surveys, the data showed that 47.1% of students were thriving in Tier 1, while 32.7% were identified in Tier 2, and 20.2% were in Tier 3, indicating a significant portion of students requiring intensive support. Overall, the school’s most notable strengths included strong school bonding and high levels of empathy among students. However, key areas of need emerged in the domains of assertiveness and action orientation, suggesting that many students struggle with speaking up, self-advocating, and taking initiative in academic and social contexts.

Equity Analysis: When disaggregated by student group, notable patterns emerged. Students with disabilities (SwD), who made up 21 of the surveyed students, had fewer in Tier 1 (33.3%) and a greater proportion in Tier 2 (47.6%) compared to the overall population. Their average number of challenges (3.0) slightly outpaced their strengths (2.9), signaling a higher level of need. While SwD students showed strengths in empathy, school bonding, and emotional control, they faced challenges in forming relationships with adults and peers, as well as assertiveness—areas that would benefit from targeted social skills instruction and adult mentorship.

Socioeconomically disadvantaged (SED) students, a group of 14 students, displayed strong outcomes overall, with 57.1% in Tier 1 and only 7.1% in Tier 3. They demonstrated strengths in empathy, action orientation, learning interest, and school bonding, suggesting they are engaged and motivated. Nevertheless, they still showed challenges in assertiveness and peer relationships, underscoring the need for continued support in building social confidence and healthy peer dynamics.

Among Hispanic students, who accounted for 35 respondents, 45.7% were in Tier 1, aligning closely with school-wide results. Their strengths mirrored those of the broader student body—school bonding, empathy, and positive relationships with adults. However, this group faced challenges in learning interest and action orientation, pointing to a need for more culturally responsive engagement strategies and instructional practices that sustain motivation and encourage initiative.

Conclusions and Impact of LCAP actions/services: In summary, the HSA results highlight several school-wide and subgroup-specific trends. Students generally feel connected to the school and exhibit empathy, but many need support in assertiveness and taking initiative. Students with disabilities need focused support in relationship-building and self-advocacy, while SED students, despite strong outcomes, benefit from reinforcement in peer interaction skills. Hispanic students show strong relational strengths but need support in maintaining academic interest and drive. These findings support the implementation of tiered SEL supports, with a focus on building student confidence, voice, and proactive behaviors, while leveraging existing strengths like empathy and school connectedness as foundations for growth.

Based on the findings from the HSA, several implications and next steps emerge to support students’ social-emotional development. First, the school should continue to strengthen Tier 1 SEL programming to maintain support for the majority of students, while simultaneously developing targeted Tier 2 and Tier 3 interventions. In the current LCAP, improvement actions are addressed in Goal 3. Continued Tier I (universal) support is represented in the Leader in Me action, which is an evidence-based program 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. Tier 2 actions include SEL counselling and support, which the school provides through community partnerships like Care Solace. Tier 3 actions are within the scope of special education and include services with the school psychologist and other special education providers.

Mentor teachers use the results of the HSA, specifically the data related to strengths and weaknesses, to more closely address the needs of students during daily instruction. Implementing evidence-based, skill-building interventions that specifically address areas of need, such as assertiveness, initiative-taking, and peer relationship development, is employed at the Tier I level. These competencies are critical to helping students become more confident, engaged, and proactive in both social and academic settings. A strengths-based approach is also essential. The strong levels of empathy and school bonding across student groups should be leveraged as protective factors. These strengths can be harnessed to develop peer mentorship programs, promote cooperative learning environments, and create meaningful student leadership opportunities that foster community and shared responsibility.

Finally, subgroup-specific strategies will be considered by the LEA to address the unique needs of different student populations. For students with disabilities, supports should focus on improving their ability to build and maintain relationships with both peers and adults. Socioeconomically disadvantaged students, who are showing promising levels of engagement, would benefit from sustained momentum through continued strategies that affirm their voice and keep them connected to learning. For Hispanic students, the school should explore culturally responsive curricula and instructional practices designed to enhance learning interest and support ongoing academic engagement.

The school will continue to use the results of the HSA to identify students and create action plans to address individualized challenges, including (but not limited to) Student Success Teams (SST), small group mini-lessons, and counseling support. etc. Additionally, staff will continue to support the alignment of SEL lessons and activities to the HSA scales so school communities can target challenge areas with whole-group teaching and learning.

## Reflections: Technical Assistance

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

JCS LIVE does not meet the requirements for Technical Assistance.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Julian Charter is not eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	School Site Council Meetings (Group Discussion/Open Forum) - November 2024, February 2025, May 2025
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	Feedback Survey - Spring 2025 and at other times throughout the year based on need
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

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.

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**PARENT FEEDBACK**

Parent feedback on LCAP Goal 1 (Conditions of Learning) highlights that the most effective actions include support from Teachers/Educational Facilitators and Special Education Providers, who are seen as essential in fostering student success. Conversely, Speech and Psychology Services under Special Education were considered the least effective. Overall, parents commend JCS for providing a flexible and supportive learning environment that accommodates diverse learning styles and keeps students engaged. They value the

variety of programs offered and the strong support from JCS Live staff. However, concerns were raised about the inequity in access to reliable learning tools, particularly due to poor-quality Chromebooks, which impede student progress despite prior communication with staff. Parents also noted a limited selection of 6th-grade electives, although the inclusion of a language option through Edgenuity was appreciated. To promote more equitable learning opportunities, parents suggest expanding elective options and upgrading student technology.

Parent feedback on LCAP Goal 2 (Student Outcomes) indicates that the most effective actions include English Learner Development coursework and support, access to high school electives, and opportunities to earn college course credits, all of which contribute positively to academic achievement and college readiness. However, ongoing assessments like NWEA MAP testing and communication with high school counselors were seen as less effective. Additionally, parents praised individual staff for exceptional support with college scholarships, but concerns were raised about professionalism in virtual classrooms. This highlighted the need for stronger oversight and professional standards during instruction. Parents suggest that addressing these issues while maintaining robust academic support would significantly improve the learning environment and better prepare students for future success.

Parent feedback on LCAP Goal 3 (Student Engagement & Parent Involvement) highlights that the most effective actions include parent-teacher/student-led conferences, the use of Securly software for online safety, and student recognition and incentives, all of which positively impact school climate and engagement. In contrast, the Leader in Me program, School Site Council meetings, and the school's social media presence were seen as less effective. Parents expressed a strong desire for more accessible and meaningful in-person opportunities, particularly in the Coachella Valley, noting that current events are often too far away and limit participation. One parent shared that their child only attended one field trip all year and never met their teacher or classmates in person. There were calls for more socially engaging events, especially for high school students, rather than isolated outings. Additionally, parents reported confusion stemming from poor coordination between JCS Live and home study programs, and they recommended improving the school's website and social media to enhance communication and parent involvement.

#### STAFF FEEDBACK (TEACHERS, PRINCIPALS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL)

Staff feedback across the three LCAP goals highlights both effective practices and areas for improvement. For Goal 1, staff identified access to state-required courses and equitable support for SPED students as the most effective actions. However, they noted that English Learners lack access to standards-aligned curriculum and that student devices are often unreliable. Suggestions included regularly aligning courses with state standards using a checklist, offering more support for EL and SPED students, including bilingual core classes and RSP support, and providing immediate tech assistance through Zoom rather than email. Regarding Goal 3, field trips, student recognition, school site council meetings, and leadership professional development were considered effective. In contrast, SEL support services and related professional development, arts and music classes, and online marketing were viewed as less effective. Staff expressed appreciation for the "Leader in Me" program but called for more live arts classes to boost engagement and requested additional SEL training to foster a more supportive school climate and stronger parent involvement.

For Goal 2, academic intervention, collaboration with SELPA, and high school counselors were praised, while the Beyond SST and Naviance programs, as well as CTE access, were seen as less impactful. Staff emphasized the need to better prepare students for life after high school by introducing practical life skills courses, expanding AP and dual enrollment options, and increasing support in college and career planning.

Regarding Goal 3, field trips, student recognition, school site council meetings, and leadership professional development were considered effective. In contrast, SEL support services and related professional development, arts and music classes, and online marketing were viewed as less effective. Staff expressed appreciation for the “Leader in Me” program but called for more live arts classes to boost engagement and requested additional SEL training to foster a more supportive school climate and stronger parent involvement.

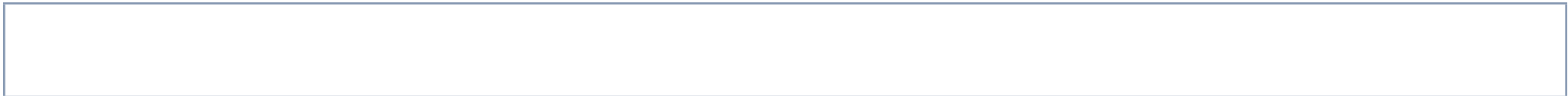
## STUDENT FEEDBACK

Student feedback across the three LCAP goals reveals a generally positive experience, with most students agreeing that their teachers help them learn, are available to answer questions, and provide necessary materials and technology to succeed (G1). Students also feel supported when they need extra help, receive feedback after major assignments, and believe they have learned a lot throughout the year (G2). Additionally, they appreciate fun and educational events like field trips, feel cared for by their teachers, and report feeling safe and welcome at school (G3). However, some areas received lower agreement. Students were less likely to feel that their parent-teachers were helpful and accessible (G1), that they received helpful feedback after tests, or that their teachers were being supported with professional development to improve instruction (G2). They also expressed less agreement with statements about feeling like leaders at school, receiving help with friendships, or being cared for during times of personal need (G3), indicating areas where school climate and social-emotional support could be strengthened.

Additionally, students were asked about the best parts of the school and how the school can improve. The best thing about the school, according to students, is the strong sense of support and flexibility it offers. Many appreciate the ability to work from home, set their own pace, and avoid traditional classroom stress. The teachers are frequently described as supportive, patient, understanding, and encouraging, often going out of their way to ensure students grasp the material. Students also value the opportunity to receive personalized help and one-on-one attention when needed. The availability of fun and educational field trips, engaging electives, and school activities like dances further enhances the experience. Several students noted the school's safe and welcoming environment, the spirit and energy in classes, and how easy it is to communicate with staff and peers. Overall, the combination of academic support, personal freedom, and positive interactions makes the school a standout experience for many.

Most students feel that their school is already doing a great job, and they do not see a need for major changes. However, a few areas for improvement were suggested to enhance learning. Some students would like better communication tools, such as using messaging systems instead of email, and improved or faster school-issued Chromebooks. Others expressed a desire for more engaging and diverse electives, such as coding, animation, or business-related classes. Suggestions also included reducing the volume and complexity of assignments, giving more time for homework, and ensuring consistent deadlines. Several students mentioned wanting more teacher-led instruction rather than relying heavily on digital platforms like PLP. A few also called for better scheduling of office hours and mentor meetings, and more opportunities for social interaction, like Zoom hangouts. Overall, while many are satisfied, the recurring themes focus on improved technology, workload management, and greater student engagement.

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The LEA has internalized this feedback and embraced it within the development of the 2025/2026 Local Control Accountability Plan. The goals included in this LCAP are aligned to the state priorities, and a majority of the metrics are required, but the actions and services are inspired by our educational partners.



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems					
1.3	Percentage of EL students with access to ELD standards-aligned instructional materials (including print and electronic) for use at school and at home as measured by local tracking systems	2023/2024 - 100%	2024/2025 - 100%		2027/2028 - 100%	Maintained
1.4	School Facility Rating as measured by the FIT Tool	Fall 2023 - Good	N/A - No Facilities		Fall 2026 - Good	N/A
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 22% Full Implementation and Sustainability 17% Full Implementation 61% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase	Spring 2025 0% Full Implementation and Sustainability 100% Full Implementation 0% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase		Spring 2027 >50% Full Implementation	+61% Full Implementation
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 3 (Initial Implementation)	Spring 2025 Professional Learning - Level 4		Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - +1 Level

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

## Goal Analysis [2024-25]

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

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

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there are some substantive differences in actual implementation and expenditures, as reported in the next section. These differences were due to the LEA under/over-estimating expenditures for full implementation of the action, a significant (unexpected) need aligned to full implementation of the action, a shift in how the LEA approached the planned action, or a decrease in expenses due to shared costs among the JCS network of charter schools.

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

1.3 - The LEA was able to allocate a full FTE to support physical education instruction; therefore, the costs for this action was more than estimated.

1.4 - The LEA had an increase in EL population, resulting in more funding needed to carry out LCAP action 1.4.

1.5 - In order to better meet the need of students engaged in a virtual learning environment, the LEA purchased better and more durable student devices with touch screens.

1.6 - The LEA utilizes Charter Tech Services for daily technology support. The cost in 24/25 was \$10,500 more than our LCAP estimate. The LEA will increase the expenditure estimate for this action in the 25/26 LCAP.

1.7 - The LEA does not have any facilities but does share in costs for the charter network offices. Shared expenses to maintain the safety of that facility were less than estimated in 24/25.

1.9 - The LEA budgeted for approximately three (3) induction candidates but one had one (1) induction candidate in 24/25.

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

According to parent partner feedback, the most effective actions associated with Goal 1 were Highly Qualified Teachers and Special Education teachers (1.1). According to staff partners, the most effective actions were related to SPED students having equitable access through specialized services (1.9) and students having access to state-required courses, curriculum, and materials (1.2). The least effective actions rated by parent partners were related to specialized SPED services (such as speech and psych services (1.8). For staff, the least effective actions were student access to ELD standards-aligned curriculum (1.4) and student technology (devices) being functional, well-maintained, repaired, and replaced as needed (1.6). While the LEA has considered the reasons partners have rated these actions more or less effective, the LEA recognizes they are all essential in providing a quality condition of learning for students, and they will continue to play an important role in school improvement and the 25/26 LCAP.

Metrics that improved and the actions aligned most closely to them are listed below and considered most effective by the LEA:

Metric 1.5 (Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool) - Actions 1.2 (TK-8 Standards-aligned Curriculum & Materials ) and 1.3 (Physical Education).

Metric 1.6 (Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool) - Action 1.4 (ELD Curriculum and Materials)

No metrics in Goal 1 declined; therefore, the LEA does not consider that any actions were ineffective.

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

There are no significant changes to the planned goal, metrics, target outcomes, or actions. In 25/26, the LEA will specify that action 1.2 is specifically for K-8 curriculum. This will help the LEA differentiate between K-8 course curriculum and materials and high school course expansion/improvement in Goal 2 (A-G courses, CTE, etc.)

Additionally, the LEA reserves the right to renumber metrics and/or actions to allow for alignment of LCAPs within the JCS Family of Charter Schools. Despite renumbering, the LEA did not add or abandon any metrics or actions related the Goal, except for those listed above.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers	Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	No
1.2	TK-8 Standards-aligned Curriculum & Materials	Ensure all TK-8 students have access to standards-aligned curriculum in ELA, Math, Science, and Social Studies by continuing to replenish standards-aligned core curriculum, creating hands-on supplements, evaluating curriculum accessibility, adopting new recommended curriculums as needed, building the capacity for staff to develop curriculum maps, and training staff & parents to use standards-aligned resources with fidelity.	\$100,000.00	Yes
1.3	Physical Education	Provide P.E. coordinator, curriculum, materials, resources, and professional development to enhance standards-aligned physical education. Promote and provide resources for sports and clubs related to maintaining a healthy lifestyle.	\$80,000.00	No
1.4	ELD Curriculum and Materials	Continue to replenish ELD curriculum to ensure English Learners are using a designated ELD curriculum aligned to the ELD framework.	\$2,000.00	Yes
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.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$40,000.00	No
<b>1.7</b>	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	\$3,000.00	No
<b>1.8</b>	Programs & Services	Continue to provide programs & services for Unduplicated Pupils and Students with Disabilities such that students have access to a broad course of study, quality services, and personalized supports/resources to meet their needs and goals (ex. schedules, curriculum, services, etc.)	\$5,000.00	Yes
<b>1.9</b>	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	\$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)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA DFS (CA Dashboard)	Spring 2023 All: +17 (Green) SED: +17.4 (Blue) SwD: -42.8 (Yellow) Hispanic: +21.3 (Blue)	Spring 2024 All: +14.7 (Green) SED: +1.9 (Yellow) SwD: -38.2 Hispanic: -1.1 (Yellow)		Spring 2026 All: > +17 (Green or Blue) SED: > +17 (Green or Blue) SwD: > -5 (Green) Hispanic: > +21 (Green or Blue)	All: -2.3 SED: -15.5 SwD: +4.6 Hispanic: -22.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CAASPP Math DFS (CA Dashboard)	Spring 2023 All: -36.1 (Orange) SED: -62.2 (Orange) SwD: -91.3 (Orange) Hispanic: -35.7 (Yellow)	Spring 2024 All: -17.5 (Green) SED: -29.6 (Yellow) SwD: -76.4 Hispanic: -31.6 (Yellow)		Spring 2026 All: > -25 (Green) SED: > -53 (Yellow) SwD: > -82 (Yellow) Hispanic: > -25 (Green)	All: +18.6 SED: +32.6 SwD: +14.9 Hispanic: +4.1
2.3	% of 11th Grade students who Met/Exceeded Standard in ELA to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 72%	Spring 2024 All: 72%		Spring 2026 All: > 65%	All: Maintained
2.4	% of 11th Grade students who Met/Exceeded Standard in Math to be considered EAP ready (CAASPP Data via CDE website)	Spring 2023 All: 22%	Spring 2024 All: 44%		Spring 2026 All: > 40%	All: +22%
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test	Fall 2023 Achievement: 66th Spring 2024 Achievement: 64th Fall 23-Spring 24 Growth: 54th	Fall 2024 Achievement: 62nd Spring 2025 Achievement: 69th Fall 24 - Spring 25 Growth: 51st		Spring 2024 Achievement: >50th Fall 23-Spring 24 Growth: >50th	Fall Ach: -4 Spring Ach: +5 Growth: -3
2.6	Average achievement & growth percentile on the NWEA MAP Math Test	Fall 2023 Achievement: 54th Spring 2024 Achievement: 75th Fall 23-Spring 24 Growth: 81st	Fall 2024 Achievement: 52nd Spring 2025 Achievement: 61st Fall 24 - Spring 25		Spring 2024 Achievement: >50th Fall 23-Spring 24 Growth: >50th	Fall Ach: -2 Spring Ach: -14 Growth:-15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Growth: 66th			
2.7	% of SST students meeting CAASPP growth goal (21+ points)	Spring 2023 - Spring 2024 ELA: 33% Math: 75%	Spring 2024 - Spring 2025 ELA: 0% Math: 100%		Spring 2026 - Spring 2027 ELA: >60% Math: >60%	ELA: -33% Math: +25%
2.8	% of SST student meeting NWEA MAP growth goal	Fall 2023 - Spring 2024 Reading: 40% Math: 75%	Spring 2024 - Spring 2025 ELA: 25% Math: 40%		Fall 2026 - Spring 2027 Reading: >60% Math: >60%	ELA: -15% Math: -35%
2.9	% of RTI Tier II students who are referred back to Tier I as a result of intervention success	Baseline to be determined in Year 1	2024/2025 ELA: 50% Math: 60%		2026/2027 ELA: >50% Math: >50%	ELA: N/A Math: N/A
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 40% SED: 33% SwD: 15% Hispanic: 30 %	Spring 2024 All: 45% (-3.1 DFS) SED: 32% (-5.7 DFS) SwD: 21% (-10.6 DFS) Hispanic: 52% (-4.3 DFS)		Spring 2026 All: > 45% SED: > 40% SwD: > 20% Hispanic: > 40%	All: +5% SED: -1% SwD: +6% Hispanic: +22%
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 0%	Fall 2024 EL: 10%		Fall 2026: EL: > 20%	EL: +10%
2.12	% of continuously enrolled English Learner students who grew one	Spring 2023 EL: 0%	Spring 2024 EL: 33%		Spring 2026 EL: > 75%	EL: +33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPI level from Spring to Spring (Local Calculation)					
2.13	% of College and Career Ready graduating students (SIS)	Spring 2024 All: 21%	Spring 2025 All: 55%		Spring 2027 All: > 40%	All: +34%
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2024 All: 11%	Spring 2025 All: 31%		Spring 2027 All: > 30%	All: +20%
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 2027 All: > 10%	All: Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2024 All: 0%	Spring 2025 All: 0%		Spring 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 2027 All: 0%	All: Maintained
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 21%  20/21 Cohort: 29% 21/22 Cohort: 32% 22/23 Cohort: 14% 23/24 Cohort: 6%	Spring 2025 Overall: 19%  21/22 Cohort: 45% 22/23 Cohort: 8% 23/24 Cohort: 11% 24/25 Cohort: 4%		Spring 2027 Overall: 40%	Overall: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	% of students who have completed 2 or more college credit courses in high school (SIS)	Spring 2024 Overall: 13%  20/21 Cohort: 14% 21/22 Cohort: 14% 22/23 Cohort: 14% 23/24 Cohort: 6%	Spring 2025 Overall: 13%  21/22 Cohort: 35% 22/23 Cohort: 4% 23/24 Cohort: 5% 24/25 Cohort: 0%		Spring 2027 Overall: 30%	Overall: Maintained

## Goal Analysis [2024-25]

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

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

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there are some substantive differences in actual implementation and expenditures, as reported in the next section. These differences were due to the LEA under/over-estimating expenditures for full implementation of the action, a significant (unexpected) need aligned to full implementation of the action, a shift in how the LEA approached the planned action, or a decrease in expenses due to shared costs among the JCS network of charter schools.

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

- 2.5 - This action was carried out as planned and the LEA used the Beyond SST program to standardize the SST process. This is a shared cost among the six (6) JCS network of schools and the split cost for the LEA was less than estimated.
- 2.9 - This action was carried out as planned and the LEA used the ParsecGo data analysis program to analyze achievement data related to metrics for all student groups. This is a shared cost among the six (6) JCS network of schools and the split cost for the LEA was more than estimated.
- 2.11 - This action was carried out as planned but less expenses were incurred due to inventory of Bound for Blue incentives (trophies, beanies, t-shirts, etc.)
- 2.16 - This action was carried out as planned. The cost in 24/25 was less than estimated.

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

According to parent partner feedback, the most effective actions associated with Goal 2 were English Learner Development Coursework & Support (2.8), Access to High School Electives (2.13), and Access to College Course Credits (2.14). According to staff partners, the most effective actions were related to Access to Academic Intervention/Tutoring (2.4), Collaboration with SELPA for Special Education (2.6), and

High School Counselor (2.10). The least effective actions rated by parent partners were Ongoing Assessment such as NWEA MAP Testing (2.2) and High School Counselor Communication & Support (2.10). For staff, the least effective actions were Beyond SST (2.5), Naviance program (2.16), and Access to CTE courses (2.15). While the LEA has considered the reasons partners have rated these actions more or less effective, the LEA recognizes that many of them are essential in improving student outcomes, and they will continue to play an important role in school improvement and the 25/26 LCAP.

Metrics that improved and the actions aligned most closely to them are listed below and considered most effective by the LEA:

Metric 2.2 (CAASPP Math DFS) - Actions 2.1-2.5 (PD, programs, and services related to improving academic outcomes through Tier I and Tier II best practices)

Metric 2.4 (% of 11th Grade students who Met/Exceeded Standard in Math to be considered EAP ready) - Actions 2.1-2.5 (PD, programs, and services related to improving academic outcomes through Tier I and Tier II best practices)

Metric 2.10 (CAST (Science) % Met/Exceeded) - Actions 2.1-2.5 (PD, programs, and services related to improving academic outcomes through Tier I and Tier II best practices)

Metric 2.11 & 2.12 (EL Achievement) - Action 2.8 (EL Coordinator & ELD Teacher)

Metric 2.13 & 2.14 (CCR & A-G) - Actions 2-10 - 2.12 (High School Counselor, Bound for Blue, and A-G Courses: Current, Culturally Relevant Curriculum)

Metrics that declined and the actions aligned most closely to them are listed below and considered least effective by the LEA:

Metric 2.1 (CAASPP ELA DFS) - Actions 2.1-2.5 (PD, programs, and services related to improving academic outcomes through Tier I and Tier II best practices)

Metrics 2.5-2.6 (Average achievement & growth percentile on the NWEA MAP Reading & Math Tests) - Actions 2.1-2.5 (PD, programs, and services related to improving academic outcomes through Tier I and Tier II best practices)

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.

2.2 - The LEA will broaden the NWEA MAP action to include additional benchmark assessments necessary for monitoring student progress and identifying students in need of intervention support. The action will be renamed "Benchmark Assessments" and will include NWEA MAP and the DIBELS w/ mCLASS Reading Difficulties Screener.

2.16 - The LEA will abandon Naviance, a college and career readiness software platform used to help students plan for college and careers. After 5+ years of implementation, partners are not finding it effective and engaging. It will be replaced with Scoir, a similar platform that is considered to be more user-friendly and visually appealing.

2.17 - NEW! The LEA is adding WASC Accreditation and Membership as an action in service of student outcomes and college and career preparedness.

Additionally, the LEA reserves the right to renumber metrics and/or actions to allow for alignment of LCAPs within the JCS Family of Charter Schools. Despite renumbering, the LEA did not add or abandon any metrics or actions related to the Goal, except for those listed above.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PD - Tier I Practices for Academic Outcomes	Provide staff with ongoing professional development, support, collaboration time, and coaching to support high quality Tier I instruction. This includes substitute teacher coverage for instructional rounds, ensuring the high-quality implementation of academic standards, data analysis, use of formative assessment practices, response to intervention, and other best practices to improve student academic outcomes.	\$10,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$2,800.00	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.	\$60,000.00	Yes
2.4	ELA and Math Tutoring	Provide paraprofessionals and educational enrichment partners for math and ELA tutoring support.	\$30,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountability to time-sensitive deadlines related to student growth achievement and measurement.	\$300.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$500.00	No
2.8	EL Coordinator & ELD Teacher	Provide EL coordinator to identify, track, and coordinate services for supporting English Learners including, but not limited to, communicating with staff and parents, adhering to state assessment training and requirements, coordinating designated ELD instruction, assessing the effectiveness of EL curriculums, monitoring compliance with master agreements and work sample collection, attending ELD related professional development and coordinating training for others, and collaborating with supporting teachers of record to ensure the growth and success of English Language Learners. Provide EL teacher(s) with the ability to communicate, guide, monitor progress, and provide instruction aligned to state requirements and the adopted ELD curriculum.	\$30,000.00	Yes
2.9	ParsecGo	Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems, and actions as needed.	\$2,100.00	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.	\$43,000.00	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.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.12</b>	A-G Courses: Current, Culturally Relevant Curriculum	Increase access to current, culturally relevant, and engaging A-G curriculum by 1) reviewing and updating a-g approved courses and 2) adopting and replenishing new curriculum.	\$20,000.00	Yes
<b>2.13</b>	High School Electives	Add, improve, and expand elective choices that will increase a-g completion, emphasize vocational/life skills, and engage learners and support critical thinking.	\$10,000.00	No
<b>2.14</b>	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	\$2,000.00	Yes
<b>2.15</b>	CTE Access	Provide CTE courses that align to form CTE pathways, in partnership with educational partners, and provide any necessary resources and materials aligned to the courses.	\$2,000.00	Yes
<b>2.16</b>	Scoir	Provide and promote the use of Scoir so high school students, specifically SwD and SED, may explore their personal interests and skills and apply them to their postsecondary aspirations following graduation.	\$1,000.00	Yes
<b>2.17</b>	WASC Accreditation & Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,300.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from stakeholders shows that overall our students and parents feel connected to and supported by their teachers and that the school provides a safe and nurturing environment. An analysis of data from the state and some local tools (such as our school information system) affirms this, demonstrating low and equitable suspension, expulsion, and drop-out rates for all students. Over 2021, the Chronic Absenteeism rate has been on the rise and JCS-LIVE has worked hard to increase student engagement and decrease chronic absenteeism. Unfortunately, a significant equity gap still exists for our socioeconomically disadvantaged students and they were placed in the “red” performance level for status and change on the 2023 CA Schools Dashboard, requiring a specific action/service for improvement. According to the 2023 CA Schools Dashboard, 22.2% of SED students are chronically absent which is a 5.6% increase from 2022. Additionally, an analysis of the 23/24 Holistic Student Assessment (HSA) results shows that the % of students placed in Tier 3 (most significant SEL needs) has decreased from 22% in 2022 to 18% in 2023. Further analysis of HSA revealed that Socioeconomically disadvantaged students (SED) need the most significant SEL support. SED students have the lowest percentage of Tier 1 students (29.4%) with the lowest number of average strengths and the highest number of average challenges, which we hope to address with a Student Engagement Paraprofessional. We also hope to address the SEL needs of all our students with the Leader in Me leadership program. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, and interest-based electives. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since only 77% of parents responded that they believe the school includes them in decision-making. 2% did not think the school included them in decision-making and 21% were unsure.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Tier I & II students (combined) on HSA	Fall 2023 All: 82.5% SED: 76.5% SwD: 75.5% Hispanic: 76.6%	Fall 2024 All: 79.4% SED: 92.9% SwD: 81% Hispanic: 79.4%		Fall 2026 All: >85% SED: >75% SwD: >75% Hispanic: >80%	All: -3.1% SED: +16.4% SwD: +5.5% Hispanic: +2.8%
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 97%		Spring 2027: > 97%	P2 ADA: -3%
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 12.1% (Yellow) SED: 22.2% (Red) SwD: 7.1% (Green) Hispanic: 13.2% (Yellow)	2023/2024 All: 8.5% (Green) SED: 14.6% (Yellow) SwD: 6.7% Hispanic: 8.5% (Green)		2025/2026 All: < 10.0% (Green or Blue) SED: < 20.0% (Yellow) SwD: < 5.6% (Green or Blue) Hispanic: < 10.0% (Green or Blue)	All: -3.6% SED: -7.6% SwD: -0.4% Hispanic: -4.7%
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)	2023/2024 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)		2025/2026 - Maintain Baseline All: < 2% (Green or Blue) SED: < 2% (Green or Blue) SwD: < 2% (Green or Blue) Hispanic: < 2% (Green or Blue)	All: Maintained SED: Maintained SwD: Maintained Hispanic: Maintained
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%		2025/2026 - Maintain Baseline All: < 2%	All: Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%		2025/2026 - Maintain Baseline All: 0%	All: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 12.5%		2025/2026 All: < 5%	All: +12.5%
3.8	High School Graduation Rate (SIS)	2022/2023 All: 92%	2023/2024 All: 82.5%		2025/2026 All: 90%	All: -9.5%
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 197 students	2024/2025 All: 212		2026/2027 All: 220 students	All: +15 students
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 80%	Spring 2024 - Fall 2024 All: 79%		Spring 2023 - Fall 2023 All: 85%	All: -1%
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 3.8 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4.2 out of 5		Spring 2027 All: > 4 out of 5	All: +0.4

## Goal Analysis [2024-25]

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

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

All actions were carried out as planned and aligned to their LEA description. While there were no substantive differences in planned actions, there are some substantive differences in actual implementation and expenditures, as reported in the next section. These differences were due to the LEA under/over-estimating expenditures for full implementation of the action, a significant (unexpected) need aligned to full implementation of the action, a shift in how the LEA approached the planned action, or a decrease in expenses due to shared costs among the JCS network of charter schools.

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

3.1 - The action was carried out as planned. Consulting and materials were less expensive in 24/25 than estimated in the LCAP.

- 3.3 - The LEA was able to dedicate a portion of an FTE to be the Leader In Me Lead and provide SEL professional development and support to the staff.
- 3.4 - The action was carried out as planned and the cost of the Securly service was less than estimated.
- 3.5 - The LEA was able to dedicate a portion of to FTEs to provide arts and music instruction to students.
- 3.9 - The action was carried out as planned and many field trips were planned and offered to students. Due to the nature of being a virtual school, many field trips were not largely attended, resulting in less expenditures.
- 3.10 - The action was carried out as planned and many family events were planned and offered. Due to the nature of being a virtual school, the events were not largely attended, resulting in less expenditures.
- 3.13 - This action was carried out as planned and the LEA promoted itself actively online and via social media ads. Even with the addition of a professional service, Enrollment Professor, the LEA did not need to spend the full amount estimated for LCAP 313.
- 3.15 - After several years of professional leadership development and consulting, the LEA decided to take Leadership PD in-house and carry out the action in a PLC format with other charter leaders. The material costs and time value for in-house PD was significantly less than the previous professional consulting and development firm.
- 3.17 - The LEA was able to allocate a partial FTE (60%) to this action to support ELs, increase parent engagement, and provide additional support for Home Study.

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

According to parent partners, the most effective actions in service of student engagement and parent involvement were Securly Software (Online Safety) (3.4) and Parent-Teacher/Student-Led Conferences (3.12). According to staff partners, the most successful actions have been Field Trips (3.9), Leadership PD for School Leaders (3.15), and School Site Council Meetings (3.12). Both parents and staff thought Student Recognition and Incentives (3.11) were highly effective at increasing student engagement and parent involvement. On the contrary, parents thought that Leader in Me (3.1) and School Site Council Meetings (3.12) were less effective actions. Staff thought the least effective actions were SEL Professional Development (3.3) and Arts & Music Classes (3.5). Both parents and staff agreed that Online & Social Media Marketing for increased enrollment (3.13) was less effective than desired. While the LEA has considered the reasons partners have rated these actions more or less effective, the LEA recognizes that many of them are essential in improving student outcomes, and they will continue to play an important role in school improvement and the 25/26 LCAP.

Metrics that improved and the actions aligned most closely to them are listed below and considered most effective by the LEA:

Metric 3.3 (Chronic Absenteeism Rate) - Action 3.7 (Student Engagement: Absenteeism & Attendance) and Action 3.16 (Student Engagement Paraprofessional)

Metric 3.9 (School Enrollment as of P2) -Action 3.13 (Enrollment)

Metrics that declined and the actions aligned most closely to them are listed below and considered least effective by the LEA:

Metric 3.1 (% of Tier I & II students (combined) on HSA) - Action 3.1 (Leader in Me), Action 3.2 (HSA & SEL Support Services), and Action 3.3 (PD - SEL & Engagement)

Metric 3.7 (High School Drop-out Rate) and 3.8 (High School Graduation Rate) - Action 3.8 (Student Engagement: Suspension, Expulsion, and Dropout Rates)

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

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

Additionally, the LEA reserves the right to renumber metrics and/or actions to allow for alignment of LCAPs within the JCS Family of Charter Schools. Despite renumbering, the LEA did not add or abandon any metrics or actions related to the Goal, except for those listed above.

**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 provide tiered levels of SEL support. As needed, provide SEL support services in collaboration with general education staff.	\$3,000.00	Yes
3.3	PD - SEL & Engagement	Provide ongoing PD to staff in best practices for improving school climate, de-escalation strategies, transformative SEL, and effective re-engagement strategies.	\$35,000.00	Yes
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloud-based student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Arts & Music	Increase Arts and Music Programing for all students.	\$30,000.00	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.	\$10,000.00	Yes
3.7	Student Engagement: Absenteeism & Attendance	Seek to address chronic absenteeism rates for SED, FHY, and ELs by providing daily engagement opportunities, assessing the conditions and needs of student subgroups to understand why they have significantly higher rates, and collaborating with SEL support staff to provide additional support/services as needed.	\$5,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	Continue to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	\$2,500.00	No
3.9	Field Trips	Enhance opportunities for students to engage in real-world experiences and hands-on learning by increasing the amount of field trips students may access.	\$8,000.00	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.	\$2,000.00	No
3.11	Student Recognition and Incentives	Increase opportunities for students to be recognized for high quality performance and engagement through awards ceremonies, academic competitions, and incentive programs.	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	\$3,600.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$15,000.00	No
3.14	Retention	Retain students by providing high quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	\$500.00	No
3.15	PD - Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	\$2,000.00	No
3.16	Student Engagement Paraprofessional for SED students	Providing a paraprofessional to support the engagement of SED students by providing academic support, building positive relationships, tracking work completion and attendance, and communicating concerns. (Note: Action taken to improve the chronic absenteeism rate for SED students, due to red indicator on the 2023 CA School Dashboard.)	\$5,000.00	Yes
3.17	EL Parent Engagement	Allocate a staff member to support ELs, increase parent engagement, and provide additional support for Home Study.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$219,311	\$0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.788%	0.000%	\$0.00	8.788%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p><b>Action:</b> Programs &amp; Services</p> <p><b>Need:</b> As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p><b>Scope:</b> LEA-wide</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities, and At-Risk students will have full course access and specialized programs and services. We expect that by continuing to personalize programming, services, and grade-level CCSS curriculum, our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	1.7
2.1	<p><b>Action:</b> PD - Tier I Practices for Academic Outcomes</p> <p><b>Need:</b> After reviewing our CAASPP data we found that low-income students achieve far below all students in Math and Science.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Based on this we've determined that staff need ongoing support to improve teaching practices based on the varied needs of their students. By increasing our staff's capacity to serve students better in the Tier I teaching and learning environment, we hope to increase math and Science performance for our low-income students and close the performance gap.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.2	<p><b>Action:</b> Benchmark Assessments</p>	<p>Based on this we've determined that assessing with MAP early in the year will allow us to identify which students need intervention early, and</p>	2.1-2.9

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p><b>Action:</b> ELA and Math Tutoring</p> <p><b>Need:</b> SED students achieved below our overall student population on the 2023 CAASPP in Math and Science with significant equity gaps. Our EL reclassification rate is also low. On parent and staff feedback surveys, we learned that many of our SED, EL, and FHY families have limited resources and parent-teachers are balancing work and virtual school in the home. There were multiple requests for more tutoring support in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing increased access to ELA and Math tutoring to SED, FHY, and ELs, we hope they will get the support needed to achieve at higher levels and close the equity gaps.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.9
2.5	<p><b>Action:</b> Beyond SST</p> <p><b>Need:</b> After reviewing our CAASPP data we found that our low-income students achieve far below all students in Math and Science achievement. Although they performed well in ELA, we can continue to support ELA instruction, with an emphasis on non-fiction texts, to address Science achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. We hope our use of Beyond SST will play an important role in having ongoing and successful Tier II intervention support for students achieving below standard, especially SED students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.9

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
2.9	<p><b>Action:</b> ParsecGo</p> <p><b>Need:</b> ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data points in one place and filter the data to look at different subgroups. While this tool is useful for all students, it is especially helpful in tracking data for our low-income (SED) students, foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small.</p> <p><b>Scope:</b> LEA-wide</p>	<p>With this data, we hope to increase achievement and outcomes for our low income students, foster/homeless youth, and English learners by providing additional services needed. We expect that by utilizing ParsecGO's data collection webpage and acting on the data, we will see growth in student achievement and more favorable post-secondary outcomes for our low income students, foster/homeless youth, and English learners.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.12	<p><b>Action:</b> A-G Courses: Current, Culturally Relevant Curriculum</p> <p><b>Need:</b> National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data</p>	<p>While all students will benefit from a curriculum that is relevant, modern, and inclusive of all cultures, we believe our English learners will improve their language acquisition faster, and our low-income students will achieve at higher levels on CAASPP. We expect that replacing our A-G approved high school curricula will ultimately lead to increased language acquisition, higher ELPAC scores, and higher ELPI rates. We expect that our low-income students will perform better academically and on college/career readiness indicators.</p>	2.12, 2.13, 2.15

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>rate for underrepresented and unduplicated pupils is very low and we struggle to secure parent representation on our School Site Council from our student subgroups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>engagement is focus on SwD and unduplicated students, we will carry out the action for all students. Through this action, we will better inform our school decision making processes with more consideration for the needs of SwD, SED, ELs, and FHY and increase parent engagement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p><b>3.16</b></p>	<p><b>Action:</b> Student Engagement Paraprofessional for SED students</p> <p><b>Need:</b> Our SED students were placed in the “red” or lowest performance category, requiring a specific action/service for improvement in the 24/25 LCAP. According to the 2023 CA Schools Dashboard, 22.2% of SED are chronically absent which is 5.6% increase from 2022.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing a paraprofessional to support the engagement of SED students by providing academic support, building positive relationships, tracking work completion and attendance, and communicating concerns, we hope to decrease the Chronic Absenteeism rate for SED and increase student engagement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.3</p>

## Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.4</b></p>	<p><b>Action:</b> ELD Curriculum and Materials</p> <p><b>Need:</b> In 22/23, 0% of ELD students improved English Language proficiency, demonstrated by the growth of at least one ELPI level on the 2023 Summative ELPAC. Additionally, our 23/24 Local Performance Indicator self-reflection on ELD standards within state priority 2 (implementation of academic standards) revealed that the school is in the "initial implementation" stage of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELD standards. While these metrics have begun to improve, more improvement is needed to support English proficiency for EL students and close equity gaps among EL students and non-EL students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>As a result of the student performance data, the school adopted a new ELD curriculum for all EL students in grades TK-3 and EL students in graders 4-12 with a ELPAC score below 3. The school will continue to explore and promote the effective use of the new ELD curriculum (SummitK12) while maintaining access to the Achieve3000 ELD curriculum for EL students in grades 4-12 with an ELPAC score of 3 or 4.</p>	<p>1.3, 1.6</p>
<p><b>2.8</b></p>	<p><b>Action:</b> EL Coordinator &amp; ELD Teacher</p> <p><b>Need:</b> The EL population is growing and their needs are more diverse, with varying levels of</p>	<p>To make sufficient progress toward English Language proficiency, students need embedded and designated instruction along with at-home support. An EL Coordinator is necessary to track English Learners within the LEA, communicate with families about progress, support and direct</p>	<p>2.11-2.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English proficiency and several native languages. Among ELs enrolled with the LEA, the percent of LTELs is significant. On the spring 2022 Summative ELPAC, 0% of EL students grew by at least one ELPI level.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>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 hope to increase the level of support and structure within our EL program, resulting in more students demonstrating growth on the Summative ELPAC.</p>	
<p><b>3.6</b></p>	<p><b>Action:</b> FHY Liaison</p> <p><b>Need:</b> Our FHY face unique challenges and need increased support to achieve equitable student outcomes.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we hope to increase and improve services. The development an individualized learning plan (ILP) for each student and communication with teachers/parents as needed to review the plan throughout the year while allow us to further identify the needs of FHY student and provide them.</p>	<p>3.1-3.8</p>
<p><b>3.17</b></p>	<p><b>Action:</b> EL Parent Engagement</p> <p><b>Need:</b> We did not meet our desired outcome for EL students who grew one ELPI level on the 2023 Summative ELPAC. We only recieved one response on our Spring Parent Survey from an EL family and we have been unable to recruit an EL parent or student representative on our School Site Council.</p> <p><b>Scope:</b></p>	<p>By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we hope to increase EL parent engagement, which will help to inform our EL program through feedback and improve ELPAC scores through targeted support.</p>	<p>3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

### Additional Concentration Grant Funding

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

N/A

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

# 2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,495,571	219,311	8.788%	0.000%	8.788%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$615,000.00	\$33,000.00	\$0.00	\$43,100.00	\$691,100.00	\$436,500.00	\$254,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$50,000.00	\$100,000.00				\$100,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
1	1.4	ELD Curriculum and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$5,000.00			\$10,000.00	\$15,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.8	Programs & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$4,400.00			\$5,600.00	\$10,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$8,000.00	\$2,000.00	\$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
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,800.00	\$2,800.00				\$2,800.00	
2	2.3	Tier II Instructional Support in ELA & Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$60,000.00	\$0.00	\$32,500.00			\$27,500.00	\$60,000.00	
2	2.4	ELA and Math Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$10,000.00	\$30,000.00				\$30,000.00	
2	2.5	Beyond SST	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
2	2.6	Collaboration with SELPA	Students with Disabilities	No			All Schools	Ongoing	\$2,500.00	\$0.00		\$2,500.00			\$2,500.00	
2	2.7	SwD Professional Development	Students with Disabilities	No			All Schools	Ongoing	\$500.00	\$0.00		\$500.00			\$500.00	
2	2.8	EL Coordinator & ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.9	ParsecGo	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,100.00	\$2,100.00				\$2,100.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$43,000.00	\$0.00	\$43,000.00				\$43,000.00	
2	2.11	Bound for Blue	All	No			All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$5,000.00	\$15,000.00	\$20,000.00				\$20,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.15	CTE Access	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.16	Scoir	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.17	WASC Accreditation & Membership	All	No			All Schools	Ongoing	\$0.00	\$1,300.00	\$1,300.00				\$1,300.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.2	HSA & SEL Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.3	PD - SEL & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
3	3.4	Online Safety: Securly	Low Income	Yes	LEA-wide	Low Income		Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.5	Arts & Music	All	No			All Schools	Ongoing	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
3	3.6	FHY Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.9	Field Trips	All	No			All Schools	Ongoing	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.10	Family Events	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.11	Student Recognition and Incentives	All	No			All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$3,600.00	\$3,600.00				\$3,600.00	

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	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.14	Retention	All	No			All Schools	Ongoing	\$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	Student Engagement Paraprofessional for SED students	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$70,000.00	\$0.00	\$70,000.00				\$70,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,495,571	219,311	8.788%	0.000%	8.788%	\$378,800.00	0.000%	15.179 %	<b>Total:</b>	\$378,800.00
								<b>LEA-wide Total:</b>	\$266,800.00
								<b>Limited Total:</b>	\$112,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	
1	1.4	ELD Curriculum and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.8	Programs & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$2,800.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,500.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$300.00	
2	2.8	EL Coordinator & ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
2	2.9	ParsecGo	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,100.00	
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	
2	2.14	College Course Credit Access	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
2	2.15	CTE Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.16	Scoir	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	
3	3.2	HSA & SEL Support Services	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
3	3.3	PD - SEL & Engagement	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
3	3.4	Online Safety: Securly	Yes	LEA-wide	Low Income		\$2,500.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,600.00	
3	3.16	Student Engagement Paraprofessional for SED students	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	

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 (%)
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$70,000.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$673,100.00	\$726,550.00

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	Standards-aligned Curriculum & Materials	Yes	\$100,000.00	\$100,000
1	1.3	Physical Education	No	\$60,000.00	\$80,000
1	1.4	ELD Curriculum and Materials	Yes	\$500.00	\$1,800
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$15,000.00	\$31,500
1	1.6	Technology Support	No	\$27,500.00	\$38,000
1	1.7	Physical Safety	No	\$5,000.00	\$3,150
1	1.8	Programs & Services	Yes	\$5,000.00	\$5,000
1	1.9	Professional Development - Induction	No	\$12,000.00	\$5,000
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$10,000.00	\$10,000
2	2.2	NWEA MAP	Yes	\$2,700.00	\$2,800

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$45,000.00	\$50,000
2	2.4	ELA and Math Tutoring	Yes	\$30,000.00	\$25,000
2	2.5	Beyond SST	Yes	\$2,000.00	\$400
2	2.6	Collaboration with SELPA	No	\$2,500.00	\$2,500
2	2.7	SwD Professional Development	No	\$500.00	\$500
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000
2	2.9	ParsecGo	Yes	\$900.00	\$1,700
2	2.10	High School Counselor	No	\$40,000.00	\$38,000
2	2.11	Bound for Blue	No	\$7,000.00	\$1,000
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	\$20,000
2	2.13	High School Electives	No	\$10,000.00	\$10,000
2	2.14	College Course Credit Access	Yes	\$4,000.00	\$4,000
2	2.15	CTE Access	Yes	\$2,000.00	\$2,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Naviance	Yes	\$5,000.00	\$1,800
3	3.1	Leader in Me	No	\$20,000.00	\$15,000
3	3.2	HSA & SEL Support Services	Yes	\$5,000.00	\$5,000
3	3.3	PD - SEL & Engagement	Yes	\$10,000.00	\$35,000
3	3.4	Online Safety: Securly	Yes	\$3,500.00	\$2,600
3	3.5	Arts & Music	No	\$53,000.00	\$70,000
3	3.6	FHY Liaison	Yes	\$10,000.00	\$10,000
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	\$5,000
3	3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	No	\$2,500.00	\$2,500
3	3.9	Field Trips	No	\$20,000.00	\$7,800
3	3.10	Family Events	No	\$5,000.00	\$2,000
3	3.11	Student Recognition and Incentives	No	\$5,000.00	\$5,000
3	3.12	Parent Engagement & Communication	Yes	\$5,000.00	\$5,000
3	3.13	Enrollment	No	\$20,000.00	\$10,000

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)
3	3.14	Retention	No	\$5,000.00	\$5,000
3	3.15	PD - Leadership	No	\$20,000.00	\$5,000
3	3.16	Student Engagement Paraprofessional for SED students	Yes	\$5,000.00	\$5,000
3	3.17	EL Parent Engagement	Yes	\$40,000.00	\$70,000

# 2024-25 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)
\$199,820	\$285,600.00	\$358,600.00	(\$73,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Standards-aligned Curriculum & Materials	Yes	\$70,000.00	\$70,000		
1	1.4	ELD Curriculum and Materials	Yes	\$500.00	\$1,800		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$5,000.00	\$21,500		
1	1.8	Programs & Services	Yes	\$5,000.00	\$5,000		
2	2.1	PD - Tier I Practices for Academic Outcomes	Yes	\$10,000.00	\$10,000		
2	2.2	NWEA MAP	Yes	\$2,700.00	\$2,800		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$45,000.00	\$50,000		
2	2.4	ELA and Math Tutoring	Yes	\$0	\$0		
2	2.5	Beyond SST	Yes	\$2,000.00	\$400		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000		
2	2.9	ParsecGo	Yes	\$900.00	\$1,700		
2	2.12	A-G Courses: Current, Culturally Relevant Curriculum	Yes	\$20,000.00	\$20,000		
2	2.14	College Course Credit Access	Yes	\$4,000.00	\$4,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	CTE Access	Yes	\$2,000.00	\$2,000		
2	2.16	Naviance	Yes	\$5,000.00	\$1,800		
3	3.2	HSA & SEL Support Services	Yes	\$5,000.00	\$5,000		
3	3.3	PD - SEL & Engagement	Yes	\$10,000.00	\$35,000		
3	3.4	Online Safety: Securly	Yes	\$3,500.00	\$2,600		
3	3.6	FHY Liaison	Yes	\$10,000.00	\$10,000		
3	3.7	Student Engagement: Absenteeism & Attendance	Yes	\$5,000.00	\$5,000		
3	3.12	Parent Engagement & Communication	Yes	\$5,000.00	\$5,000		
3	3.16	Student Engagement Paraprofessional for SED students	Yes	\$5,000.00	\$5,000		
3	3.17	EL Parent Engagement	Yes	\$40,000.00	\$70,000		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,318,094	\$199,820	0%	8.620%	\$358,600.00	0.000%	15.470%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

#### Description

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

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Complete the table as follows:

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

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(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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