



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: JCS-Manzanita

CDS Code: 37103710138792

School Year: 2025-26

LEA contact information:

Sheryl McKay

Principal

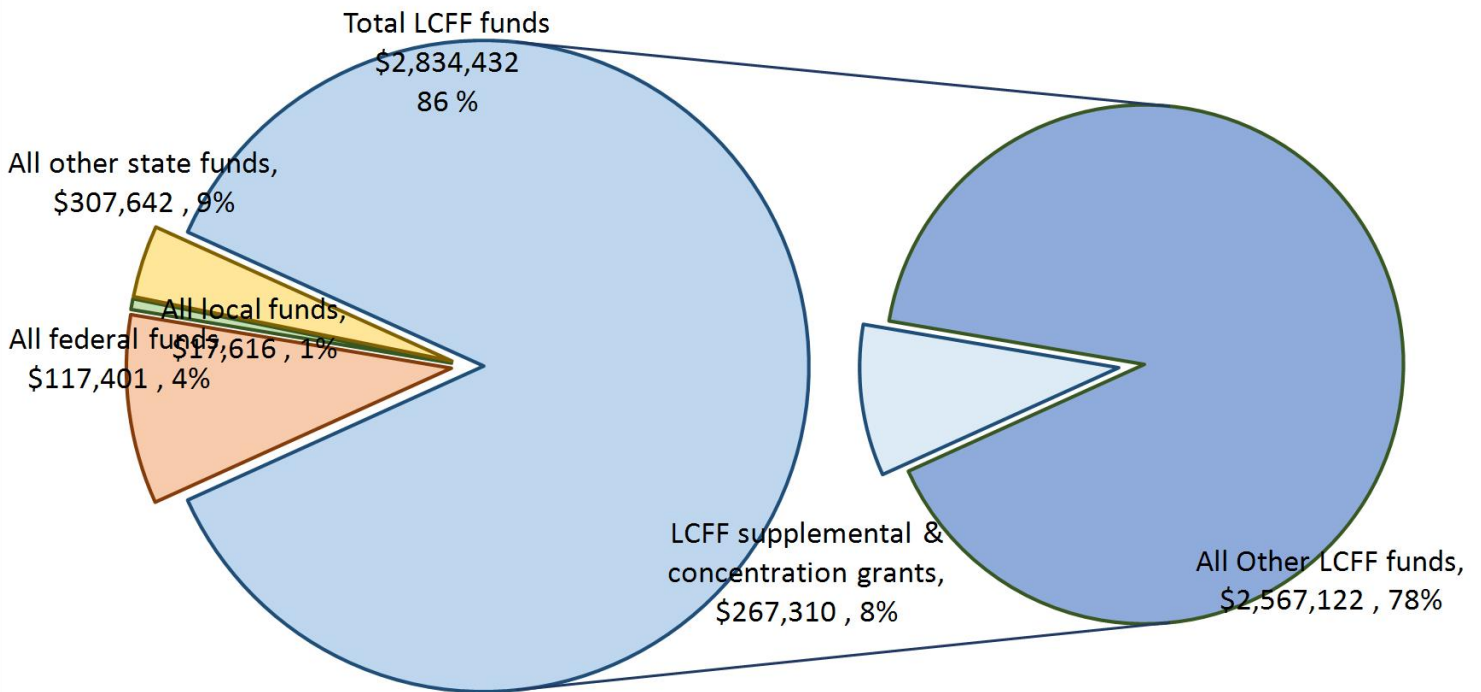
smckay@jcs-inc.org

619-303-4344

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

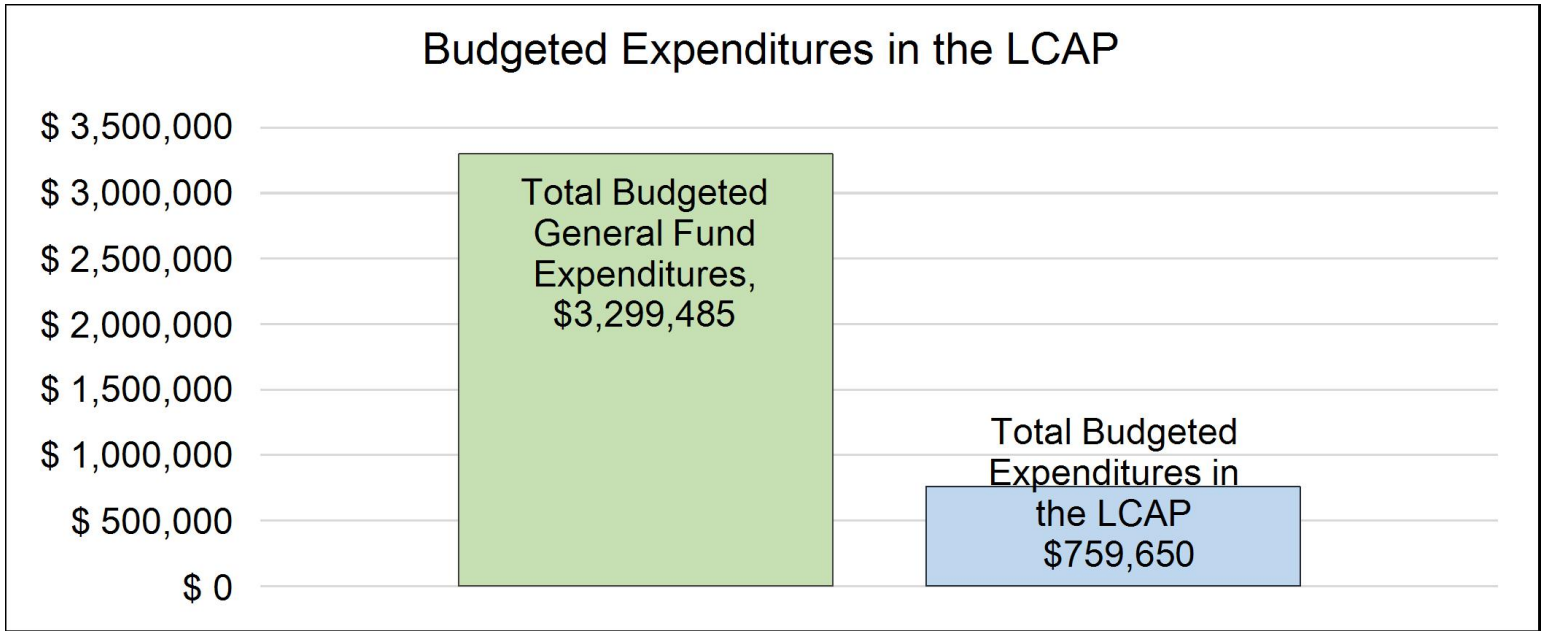


This chart shows the total general purpose revenue JCS-Manzanita expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for JCS-Manzanita is \$3,277,091, of which \$2,834,432 is Local Control Funding Formula (LCFF), \$307,642 is other state funds, \$17,616 is local funds, and \$117,401 is federal funds. Of the \$2,834,432 in LCFF Funds, \$267,310 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much JCS-Manzanita 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: JCS-Manzanita plans to spend \$3,299,485 for the 2025-26 school year. Of that amount, \$759,650 is tied to actions/services in the LCAP and \$2,539,835 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

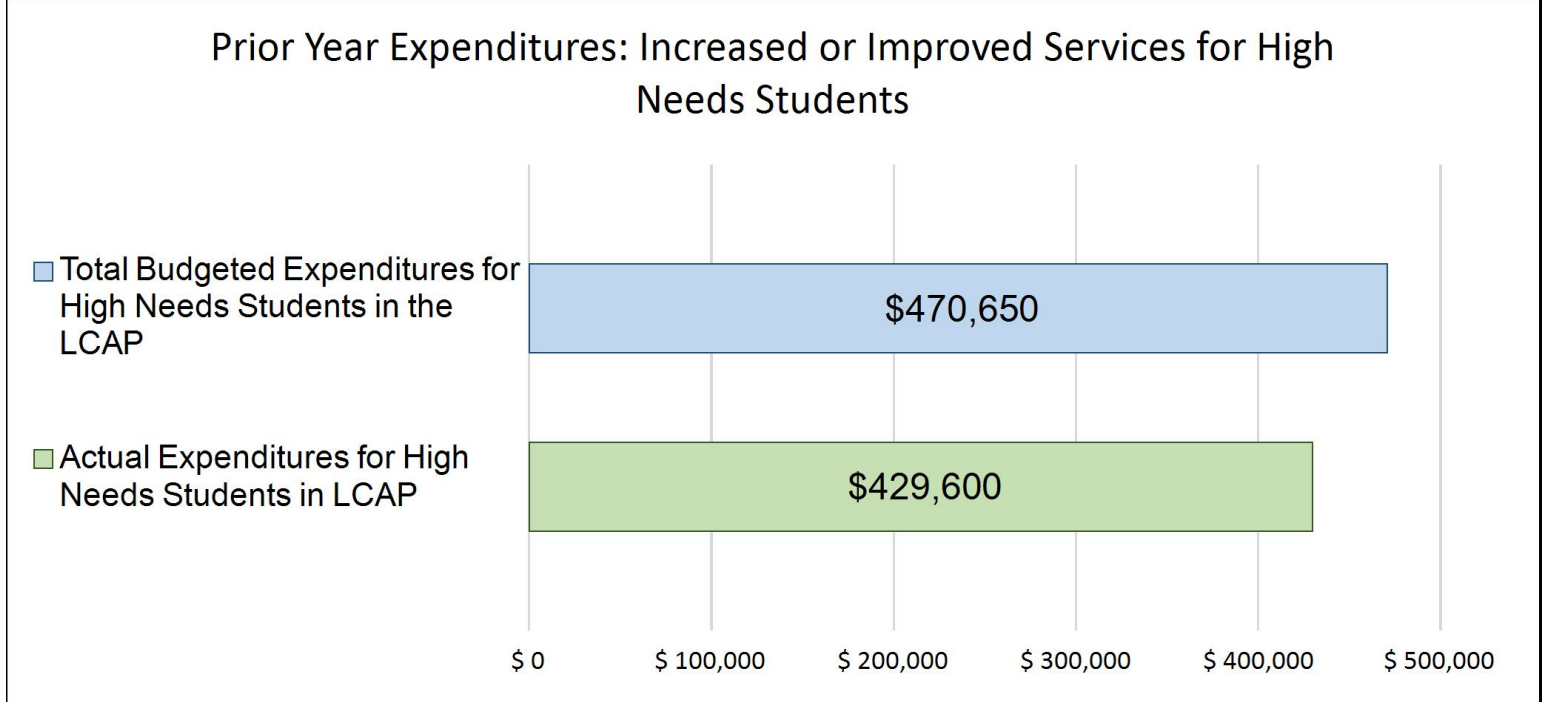
The LCAP is written as a focus goal plan for school improvement. It has been developed based on needs identified through data analysis and partner impact. Basic operational costs, such as general education salaries/benefits, are general fund budget expenditures that are not included in the LCAP.

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

In 2025-26, JCS-Manzanita is projecting it will receive \$267,310 based on the enrollment of foster youth, English learner, and low-income students. JCS-Manzanita must describe how it intends to increase or improve services for high needs students in the LCAP. JCS-Manzanita plans to spend \$421,550 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 JCS-Manzanita budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what JCS-Manzanita 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, JCS-Manzanita's LCAP budgeted \$470,650 for planned actions to increase or improve services for high needs students. JCS-Manzanita actually spent \$429,600 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$41,050 had the following impact on JCS-Manzanita's ability to increase or improve services for high needs students:

Due to budget restrictions, the LEA lost a dedicated Tier II coordinator/instructor in October 2024. This resulted in \$50,000 less in actual expenditures for unduplicated pupils, aligned to LCAP action 2.3. General Education teachers built the capacity within their daily schedules to provide Tier II instruction so that student would still receive differentiated support and intervention instruction based on need.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
JCS-Manzanita	Sheryl McKay Principal	smckay@jcs-inc.org 619-303-4344

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.

JCS - Manzanita is an independent study TK-12 charter school sponsored by the San Diego County Office of Education. As of April 11, 2025 (P2), JCS-Manzanita serves approximately 233 students throughout San Diego County. Currently, JCS-Manzanita has two learning centers in La Mesa, one that houses a K-4 academy and another that houses a 5-8 academy, each of which students attend four days per week. The Home Study program serves students TK-12. The learning centers have space for educational facilitators (EFs) to meet with Home Study students and space for special education services.

The mission of JCS-Manzanita is to value the individual, guiding each learner along an educational journey toward a meaningful life. The vision is to partner with our students, families, and communities in a personalized learning program that embraces innovative educational opportunities, practices habits of success, and builds a confident culture of lifelong learners. The school is dedicated to excellence and committed to nurturing passionate lifelong learners. Core values include:

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

Students at JCS-Manzanita are part of an independent study education model and are generally referred to as being in the Home Study

program or the Academy program. Daily instruction of TK-12 home study students is done by the parent-teacher under the supervision of an Educational Facilitator (EF). TK-12 Home Study students are offered daily synchronous instruction with school staff, and they have the opportunity to receive in-person instruction from one of our Educational Enrichment Partners (EEPs). Students at our academy programs are taught by a certified teacher less than 74% of the time and by a parent-teacher more than 26% of the time.

In terms of race, the largest group is White students, who make up 48.1% of the population, with 112 students. Hispanic or Latino students represent the second-largest racial group, comprising 20.2% (47 students), followed by Mexican American students at 11.2% (26 students). Other racial groups are present in smaller numbers, including Black or African American students at 8.2% (19 students), Japanese and Puerto Rican students each at 2.1% (5 students), and Middle Eastern students at 1.7% (4 students). Several groups, such as Chinese, Filipino, and American Indian or Alaska Native, each make up 1.3% of the population, with 3 students apiece. Smaller representations include Asian and Vietnamese students at 0.9% each, Hawaiian and Unspecified at 0.4% each, and one student identifying as Unspecified. When categorized by ethnicity, the student body is nearly evenly split between Hispanic and non-Hispanic students. Hispanic students account for 49.4% (115 students), while non-Hispanic students make up 50.6% (118 students). This near-even distribution underscores a balanced ethnic composition, while the broader racial data indicates a majority White student population with a diverse representation of other racial backgrounds.

The student population, comprising 233 individuals, shows a fairly even gender distribution. Males make up a slight majority at 51.9% (121 students), while females represent 47.2% (110 students). Additionally, two students (0.9%) identify as non-binary. In terms of grade levels, students are distributed across transitional kindergarten (TK) through 12th grade. The largest groups are in kindergarten (KN) with 30 students (12.9%) and 7th grade with 29 students (12.4%). Grades 1 through 4 each host between 21 and 25 students (9.0%–10.7%). Grade 5 has 18 students (7.7%), and grade 6 has 19 students (8.2%). There are also 19 students in grade 8 (8.2%). High school grades (9–12) are less populated, with grade 9 having only 3 students (1.3%), grade 10 with 7 (3.0%), grade 11 with 3 (1.3%), and grade 12 with 4 students (1.7%). TK has the fewest students at 7 (3.0%).

Program eligibility data reveals that 109 students, or 46.8%, are classified as socio-economically disadvantaged, making this the most significant subgroup. Special education serves 55 students (23.6%), while only 7 students (3.0%) are identified as eligible to participate in the Gifted and Talented Education (GATE) program. Regarding English language learners, 13 students (5.6%) are reported as English learners. Of these, the majority—10 students (4.3%)—speak Spanish. Arabic, Japanese, and Kurdish are each spoken by one student (0.4% each).

Overall, the data reflects a diverse and balanced student population across gender and grade levels, with notable percentages needing additional educational or socioeconomic support. The English learner population is relatively small but includes linguistic diversity.

The residence data for the 233 students reveals that the overwhelming majority—225 students, or 96.6%—live in permanent housing, specifically in single-home dwellings. A small number of students experience varying levels of housing instability. Three students (1.3%) are temporarily doubled or tripled up, while two students each (0.9%) are in such living arrangements due to loss of housing or financial hardship. One student (0.4%) resides in a foster family home or kinship placement. Additionally, two students (0.9%) are special education students who live with their legal guardians, whether natural, adoptive, or surrogate parents. Overall, while most students have stable housing, a small but significant portion face housing insecurity or special living arrangements. While the LEA does not have a migrant population in the traditional sense, there is a somewhat transient population. Some families decide that independent study is not the right "fit" for them, while others move back and forth between different charter schools looking for different resources and schedules.

Students come to JCS-Manzanita for various reasons: some are looking for an option other than their local school because they aren't happy with what their local school has to offer; some are drawn to the academy because of its project-based program or smaller classes; and others like the balance of home school and classroom-based instruction. While JCS-Manzanita strives to support all learners in meeting their potential, the LEA is very aware of our struggling and at-risk learners and their diverse needs and is constantly striving to provide additional support.

Reflections: Annual Performance

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

The 2024 CA School Dashboard was released in December 2024 and revealed areas of academic performance and engagement where JCS-Manzanita 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-Manzanita 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-Manzanita 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 SwD: On the 2023 CA School Dashboard, the Students with Disabilities subgroup was placed in the red performance tier for Chronic Absenteeism, requiring a focused LCAP action to improve performance. The dedicated LCAP actions to support SwD in chronic absenteeism are actions 3.7 (Student Engagement: Absenteeism & Attendance) and 3.20 (Perfect Attendance Awards). On the 2024 CAS School Dashboard, JCS-Manzanita 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

JCS-Manzanita is considered a small school, and the number of students eligible to participate in state testing is even smaller (Grades 3-8 & 11); therefore, some equity report information is not available. For transparency, the total number of valid student results for ELA is 105, and for Math is 106. Of that group, the student count for groups that generate an equity performance rating is as follows: Socioeconomically Disadvantaged (58), White (35), and Hispanic (55). Student numbers for subgroups whose data is suppressed and not publicly shared are as follows: Students with Disabilities (26), Two or More Races (10), English Learners (12), Homeless (4), African American (3), Asian (1), American Indian (0), Filipino (1), Long-term English Learners (4).

--ELA Performance Analysis--

All Students: Overall, 48.3% of all JCS-Manzanita 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 6.4 points below standard, which is an increase (+14.5 points) from the 2023 ELA CAASPP performance. This has placed JCS-Manzanita in the “yellow” (middle) performance category.

Equity Analysis: No subgroups earned the red (lowest) or orange (low) performance ratings for ELA. SED and Hispanic students earned the yellow (middle) performance rating with a Hispanic DFS of -18.8 (18.3 point increase) and an SED DFS of -39.6 (22.8 point increase). White students earned the blue (highest) performance rating with a DFS of +16.6 (17.2 point increase). ELs and SwD did not meet the minimum threshold to receive a performance color, but the Dashboard tells us that ELs had an ELA DFS of -32.4 and SwD had an ELA DFS of -65.3 (27.7 point increase).

An analysis of internal data by student group reveals significant disparities in performance. Socioeconomically disadvantaged students had a lower proficiency rate at 35.9%, while students with disabilities performed the lowest among all groups at 22.2%. In terms of ethnicity, White students demonstrated the highest achievement rate at 61.0%, followed by students identifying as Two or More Races at 54.6%. Hispanic or Latino students performed below the school average, with 39.7% meeting or exceeding standards. Gender-wise, female students outperformed males, with 59.5% of females meeting or exceeding the standard compared to 41.3% of males. This gender gap, along with the disparities among ethnic and program subgroups, highlights the need for targeted instructional supports to close achievement gaps and ensure more equitable academic outcomes across all student groups.

EAP Performance Analysis (ELA): Internal data shows five (5) valid scores for 11th graders who took the CAASPP in 2024, and 100% of them met or exceeded the standard in ELA.

Conclusions and Impact on LCAP actions/services: The 2024 ELA CAASPP results for JCS-Manzanita show meaningful progress and areas for continued growth. Overall, 48.3% of students met or exceeded the standard, and the school improved its Distance from Standard (DFS) by 14.5 points compared to 2023. This positive trend has moved the school into the “yellow” performance band on the California School Dashboard, signaling moderate achievement and improvement. Notably, no student groups were rated in the red or orange performance bands, indicating that no subgroup is currently experiencing the lowest levels of academic performance.

Equity data reveal that while all student groups made gains, achievement gaps persist. Socioeconomically disadvantaged (SED) students and Hispanic students both remain in the yellow performance category, with DFS scores of -39.6 and -18.8, respectively, though both groups showed substantial gains from the previous year. In contrast, White students achieved a DFS of +16.6 and earned the blue rating, the highest performance level. Internally reported proficiency rates mirror these patterns: 61.0% of White students and 54.6% of students identifying as Two or More Races met or exceeded standards, while only 39.7% of Hispanic students and 35.9% of SED students did so. The performance of students with disabilities remains a significant concern, with only 22.2% meeting or exceeding the standard.

Gender-based differences were also apparent, with 59.5% of female students performing at or above the standard compared to just 41.3% of male students, reinforcing the need to address gender-based learning disparities. However, one notable bright spot in the data is the performance of 11th graders on the ELA CAASPP: of the five valid scores reported, 100% met or exceeded the standard, suggesting strong instructional outcomes at the upper grade level.

Overall, while JCS-Manzanita has demonstrated growth in ELA performance and avoided the lowest performance bands, ongoing achievement gaps by subgroup underscore the need for sustained, targeted interventions. Emphasizing equity-focused supports will be essential in ensuring that all students, not just some, continue to make progress toward meeting grade-level standards. There are several actions/services in the 24/25 LCAP aimed at improving outcomes for subgroups and, specifically, closing equity gaps for underserved students. 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, 37.8% of all JCS-Manzanita 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 33.3 points below standard, a 5.2-point increase from the 2023 Math CAASPP performance. This has placed JCS-Manzanita in the “yellow” (middle) performance category.

Equity Analysis: No subgroups earned the red (lowest) or orange (low) performance ratings for Math. SED and Hispanic students earned the yellow (middle) performance rating with a Hispanic DFS of -50.8 (7.1 point increase) and an SED DFS of -55.8 (19.3 point increase). White students earned the green (high) performance rating with a DFS of -11.3 (10 point increase). ELs and SwD did not meet the minimum threshold to receive a performance color, but the Dashboard tells us that ELs had a math DFS of -60.6 and SwD had a math DFS of -77.2 (34.5 point increase). All other subgroups did not earn performance colors due to low student numbers.

An analysis of internal data revealed that, among student subgroups, significant disparities persist. Socioeconomically disadvantaged (SED) students had a proficiency rate of 33.9%, trailing the overall average, while students with disabilities showed the lowest performance, with just 11.1% meeting or exceeding standards. These results highlight ongoing challenges in serving high-needs populations in mathematics. When examining performance by ethnicity, students identifying as Two or More Races significantly outperformed their peers, with 63.6% achieving proficiency, well above the schoolwide average. White students also performed relatively well at 43.9%. However, Hispanic or Latino students lagged behind, with only 30.5% meeting or exceeding the standard, reflecting a substantial performance gap that aligns with broader equity concerns. Gender-based analysis shows a reversal of typical trends in math performance. Female students at JCS-Manzanita outperformed their male counterparts, with 44.2% of females meeting or exceeding the standard compared to only 33.3% of males. This 10.9-point gap suggests the need for targeted strategies to support male students in mathematics.

EAP Performance Analysis (Math): Overall, 80% of all Grade 11 students (5) met or exceeded expectations in math.

Conclusions and Impact on LCAP actions/services: The 2024 CAASPP mathematics performance data for JCS-Manzanita indicates that 37.8% of students met or exceeded grade-level standards, a modest 5.2-point improvement from 2023. This progress has elevated the school’s overall Distance from Standard (DFS) to -33.3 and placed it in the “yellow” (middle) performance category on the CA Schools Dashboard. While this represents some growth, it also underscores the need for continued improvement, particularly in addressing persistent achievement gaps.

From an equity standpoint, no student subgroups fell into the lowest performance categories (red or orange), which is a positive indicator. Socioeconomically disadvantaged (SED) and Hispanic students remained in the yellow category, though both showed improvement in DFS scores. White students reached the “green” (high) performance level, with a DFS of -11.3 and a 10-point gain from the previous year,

reflecting stronger performance in this group. Although English Learners (ELs) and students with disabilities (SwD) did not qualify for a color rating due to small sample sizes, their DFS scores remained significantly below standard—particularly SwD, with a DFS of -77.2. However, this group also showed the most substantial gain, with a 34.5-point increase, indicating promising, if still insufficient, growth.

Internal performance data further highlights considerable subgroup disparities. While SED students scored below average at 33.9% proficiency, students with disabilities demonstrated the greatest need, with only 11.1% meeting or exceeding standards. Ethnic disparities were also evident: students identifying as Two or More Races outperformed all other groups with 63.6% proficiency, followed by White students at 43.9%. In contrast, Hispanic students fell well below the school average at 30.5%. Gender analysis revealed that female students performed better than males, with 44.2% of females meeting or exceeding the standard compared to 33.3% of males—a reversal of typical math performance trends and a clear area for further investigation and intervention.

Despite the overall challenges, early assessment program (EAP) results for 11th-grade students provide a bright spot, with 80% of test-takers meeting or exceeding expectations in math. Although this represents a small sample size, it signals potential for stronger upper-grade outcomes. Overall, the data reflect both incremental progress and continuing inequities, underscoring the need for targeted, data-informed strategies to support underserved populations and elevate math achievement schoolwide.

--EL Performance Analysis--

In 2024, the LEA had 11 English Learners and, according to the CA School Dashboard, 45.5% are making progress based on 2024 Summative ELAPC results. Among EL students, 30% decreased at least on ELPI level, 30% maintained ELPI levels between 1-3H, 10% maintained ELPI level 4, and 30% progressed at least one ELPI level. The LEA will continue to focus actions/services on EL development and, since EL numbers are increasing, there is evidence that exists. actions/services are having an impact on growth.

--College and Career Analysis--

All Students: According to the 2024 CA School Dashboard, JCS-Manzanita had 6 students eligible for College and Career Readiness evaluation. Internal data reveals that 60% are considered College & Career Prepared, due to a combination of A-G completion, College Course Completion, and CAASPP scores. 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 (6) and even smaller subgroups, data is suppressed, and equity performance colors were not given on the CA Dashboard.

Conclusions and Impact on LCAP actions/services: Internal data and CCI tracking reveal that 60% of 2024 graduates from the LEA were considered College and career-prepared. This is a 15% decline from 2023, but with the small population of students, the metric is greatly influenced by the outcomes of a few. The LEA has been dedicating resources for several years to improve student outcomes in this area; therefore, this is a highlighted success for JCS-Manzanita. Action related to improving post-secondary outcomes for high school students, found in Goal 2 of the LCAP, will continue to be monitored and improved so that all students, regardless of background, have equitable access and opportunities to be successful.

--Science Performance--

All Students: The 2024 CA Schools Dashboard introduced Science (CAST) data for informational purposes only. 34 students had valid CAST scores, and 35.1% of them demonstrated proficiency with a DFS of -12 (3.3 point decline).

Equity Analysis: Subgroup analysis reveals notable performance disparities. Socioeconomically disadvantaged students had the lowest proficiency rate at 23.8%, significantly trailing the schoolwide average and underscoring equity concerns for this high-needs population. Ethnic performance differences are also evident: White students performed the strongest, with 50.0% meeting or exceeding standards, well above the overall average. Hispanic or Latino students scored substantially lower, with only 30.4% reaching proficiency, pointing to a 19.6-point achievement gap that mirrors similar patterns seen in English Language Arts and Math assessments.

Gender analysis showed that female students had a 33.3% proficiency rate, slightly below the schoolwide average and suggesting relatively even performance between genders in science. However, the lack of male-specific data limits further gender comparisons. Overall, while the CAST data suggests a moderate level of science proficiency at JCS-Manzanita, it also highlights persistent opportunity gaps among socioeconomically disadvantaged and Hispanic/Latino students.

Conclusions and Impact on LCAP actions/services: The 2024 California Science Test (CAST) results for JCS-Manzanita indicate that 35.1% of all students met or exceeded the state standard in science. While this reflects some baseline competency across the school, subgroup analysis reveals notable performance disparities, specifically among socioeconomically disadvantaged and Hispanic/Latino students, suggesting a need for focused instructional support and interventions in science education.

--Growth Data--

All Students: The 2024 CA Schools Dashboard introduced ELA & Math Growth data for informational purposes only. For ELA, JCS-Manzanita students generally scored 4 points above the typical growth of students with similar test scores in the previous grade level. In Math, JCS-Manzanita students scored 11 points above the typical growth of students with similar test scores in the previous grade level.

By subgroup, Hispanic, SwD, and White students all had "typical" ELA growth (2-10 points above), while SED students had "below" typical ELA growth (8 points below). For math, Hispanic and SED students had "typical" math growth, scoring between 2-5 points above students with similar test scores in the previous grade level. White and SwD students had "above typical math growth, scoring 20-30 points above students with similar test scores in the previous grade level.

Conclusions and Impact on LCAP actions/services: The 2024 CA Schools Dashboard growth data for JCS-Manzanita provides important insights into student academic progress beyond proficiency rates. Overall, students demonstrated encouraging growth, with English Language Arts (ELA) scores averaging 4 points above typical growth benchmarks and Mathematics scores averaging an impressive 11 points above. These results indicate that, on average, JCS-Manzanita students are making meaningful academic gains, particularly in math.

A deeper analysis by student subgroup reveals both strengths and areas for targeted support. In ELA, Hispanic, White, and Students with Disabilities (SwD) demonstrated "typical" growth (2–10 points above expected), suggesting consistent progress across these groups. However, Socioeconomically Disadvantaged (SED) students fell behind, with growth measured at 8 points below typical, signaling a concerning gap that warrants immediate intervention to ensure equity in academic advancement.

In Mathematics, the growth data is particularly promising for White and SwD students, who exhibited "above typical" growth, scoring 20–30 points higher than peers with similar starting scores. This indicates strong instructional impact or effective support strategies for these groups. Hispanic and SED students achieved "typical" growth in math (2–5 points above expected), which, while positive, still reflects a need to accelerate progress to close achievement gaps, especially given these groups' lower overall proficiency rates.

Overall, the growth data underscore that while many students at JCS-Manzanita are progressing at or above expected levels, disparities persist, particularly among socioeconomically disadvantaged students. These findings point to a critical need for differentiated support and resources aimed at lifting underperforming subgroups to ensure all students are advancing equitably.

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, 13.1% of 199 students at JCS-Manzanita were considered chronically absent (2.1% decline from 2022/2023). This status and change earned the LEA the yellow (middle) performance color. The chronic absenteeism rate for JCS-Manzanita is lower than the statewide average, indicating that students at JCS-Manzanita are less likely to be chronically absent than the average student in California.

Equity Analysis: For Chronic Absenteeism, no groups are in the red (lowest) performance tier. The Hispanic and SwD student groups are in the orange (low) performance tier with chronic absenteeism rates of 16.5% (1.4% increase) for Hispanic students and 20.5% (9.3% decline) for SwD students. SED students are in the yellow (middle) performance tier with a chronic absenteeism rate of 17.4% (4.2% decline), and White students are in the green (high) performance tier with a chronic absenteeism rate of 7.2% (3.6% decline). Although ELs, Homeless, and students with Two or More Races did not meet the minimum threshold to receive performance colors, their chronic absenteeism rate is publicly available. The chronic absenteeism rate for ELs is 33.3% (4.8% increase), Homeless is 13.3% (20% decline), and students with Two or More Races is 11.1% (11.1% decline).

Conclusions and Impact on LCAP actions/services: The 2023–2024 chronic absenteeism data for JCS-Manzanita reveals both positive overall trends and persistent equity concerns. Schoolwide, 13.1% of students in grades TK–8 were chronically absent, marking a 2.1 percentage point improvement from the previous year. This reduction places the school in the "yellow" (middle) performance tier and reflects a lower rate of chronic absenteeism compared to the California state average. The decline suggests that the school has made progress in promoting consistent attendance, a key factor in academic success.

However, disaggregated data reveal notable disparities among student groups. While no subgroup fell into the "red" (lowest) tier, both Hispanic students (16.5%) and Students with Disabilities (SwD) (20.5%) were in the "orange" (low) tier. Although SwD students showed a significant 9.3% improvement, their absenteeism rate remains the highest among reportable subgroups, highlighting the need for continued support and intervention. Hispanic students, by contrast, experienced a slight increase (1.4%) in chronic absenteeism, signaling a concerning trend that requires further attention.

Socioeconomically Disadvantaged (SED) students, with a rate of 17.4%, were categorized in the "yellow" tier, demonstrating a 4.2% improvement from the previous year but still indicating a higher level of absenteeism compared to the overall school rate. In contrast, White

students achieved a "green" (high) rating, with only 7.2% chronically absent and a 3.6% reduction from the prior year, showing both low absenteeism and meaningful improvement.

Smaller student populations not eligible for performance color ratings still provide critical insight. English Learners (ELs) had a very high absenteeism rate of 33.3%, an increase of 4.8%, highlighting a subgroup that may be at significant academic risk. Homeless students showed a major improvement with a 20% decline, reducing their absenteeism rate to 13.3%. Similarly, students identifying as Two or More Races also showed improvement with an 11.1% rate, down from the previous year.

Overall, while JCS-Manzanita has made gains in reducing chronic absenteeism schoolwide, the data underscore persistent disparities. Targeted outreach, engagement strategies, and individualized supports—particularly for SwD, Hispanic, SED, and EL students—are essential to further lower chronic absenteeism rates and ensure equitable access to instructional time.

--Graduation Rate--

All Students: According to the 2024 CA School Dashboard, JCS-Manzanita had 6 students eligible for high school graduation, which does not meet the minimum student count to display data publicly. Internal data and tracking reveal that the LEA has a 2024 graduation rate of 80%. This is an increase of 2% from the 2023 graduation rate data.

Equity Analysis: Due to the small population of students (6) and even smaller subgroups, data is suppressed, and equity performance colors were not given on the CA Dashboard. Additionally, any equity gaps are a result of one student's background demographics; therefore, not stable enough to conclude around.

Conclusions and Impact on LCAP actions/services: The 2024 graduation data for JCS-Manzanita indicates a positive trend in overall student outcomes, with an 80% graduation rate based on internal tracking, reflecting a modest 2% increase from the previous year. This improvement suggests that the school is making progress in supporting students toward successful completion of their high school education. However, because only six students were eligible for graduation, the California School Dashboard does not publicly report this data or assign performance colors, as the cohort does not meet the minimum threshold required for display.

From an equity standpoint, the small graduating class size limits any meaningful subgroup analysis. Equity gaps—if present—are likely the result of individual student demographics rather than systemic patterns, making them statistically unreliable for drawing broader conclusions. Nonetheless, the 80% graduation rate, coupled with a year-over-year increase, is a promising indicator of student persistence and achievement at JCS-Manzanita. Continued support for all high school students, especially as future cohorts grow, will be essential to maintaining and improving graduation outcomes while monitoring equity more reliably over time.

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 229 students at JCS-Manzanita were suspended, placing the LEA in the blue (highest) performance tier. The suspension rate for JCS-Manzanita is significantly lower than the statewide average, indicating that JCS-Manzanita 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, and White) were placed in the blue (highest) performance tier.

Conclusions and Impact of LCAP actions/services: JCS-Manzanita 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-Manzanita reveals several key learnings regarding student social-emotional development, areas of strength, and critical needs. Among the 85 students assessed in grades 4–12, the data indicates that a significant portion—35.3%—are in Tier 3, meaning they are experiencing high levels of challenge and may be approaching or in crisis. Only 31.8% of students are in Tier 1, suggesting that less than one-third are thriving. Overall, students exhibited strengths in emotion control and peer relationships, demonstrating emotional regulation and strong connections with peers. However, the data also highlights pressing challenges in areas such as academic motivation, reflection, learning interest, and relationships with adults. These findings suggest that many students are struggling to engage with their learning and to form meaningful, supportive relationships with school staff.

Equity Analysis: Disaggregated data by student group reveals further disparities. Students with disabilities (SwD) showed particularly high levels of need, with 40.7% in Tier 3 and the highest average number of challenges (4.8). While they demonstrated strengths in trust, emotion control, and school bonding, they faced notable difficulties with critical thinking, reflection, academic motivation, and adult relationships. Socioeconomically disadvantaged (SED) students presented a more balanced profile, with 40% in Tier 1 and only 30% in Tier 3. This group exhibited strong school bonding and peer relationships, yet still showed challenges in critical thinking, reflection, and connecting with adults. Hispanic students, however, had the highest proportion of students in Tier 3 (41.4%) and demonstrated significant challenges in academic motivation, learning interest, and relationships with adults, despite strengths in emotion control, empathy, and peer relationships.

Across all groups, relationships with adults consistently emerged as a challenge, pointing to a systemic need to strengthen student-staff connections through mentoring and trust-building practices. Additionally, low scores in academic motivation and learning interest suggest the need for more engaging, student-centered instructional strategies. The data also highlights underdeveloped cognitive skills such as reflection and critical thinking, which could be addressed through curriculum design and teaching practices that emphasize metacognition and inquiry. At the same time, strengths in peer relationships and emotion control offer a foundation to build upon, suggesting opportunities to incorporate more peer-based learning, social-emotional skill development, and collaborative experiences. Targeted interventions, especially for SwD and Hispanic students, are essential to ensure all students feel supported, connected, and motivated to learn.

Conclusions and Impact of LCAP actions/services: To effectively address the challenges identified in the Fall 2024 PEAR Holistic Student Assessment (HSA) data at JCS-Manzanita, the school will implement a range of targeted strategies across Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels. These actions are primarily reflected in LCAP Goal 3 and include the Leader in Me program, Positive Behavior Intervention for Success (PBIS), SEL professional development for staff, SEL support, and community resources for students and families (such as professional counselling and Care Solace), and Special Education services. The Leader in Me (LiM) program is 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. LiM includes staff training, curriculum materials, and teaching/learning resources.

Based on the results, the LEA has determined a critical area of need to be strengthening adult-student relationships, as this was a consistent challenge across all student groups. Implementing an advisory or mentoring program at the middle school academy, where each student is paired with a staff member for weekly check-ins, will serve to foster stronger personal connections. Additionally, strategies like Positive Greetings at the Door will be used to set a welcoming tone and improve daily interactions within all programs. For students requiring more support, Check-In/Check-Out systems can provide daily encouragement and accountability, while restorative conversations can help rebuild trust and resolve conflicts constructively.

To address the widespread issues of low academic motivation and learning interest, the school will seek to adopt more engaging instructional approaches. Project-based learning can increase relevance and ownership by connecting academics to real-world problems, while regular goal-setting and reflection routines can help students track progress and take greater responsibility for their learning. For students in Tiers 2 and 3, strategies such as individualized engagement plans through the SST and IEP processes can help identify personal drivers and re-engage them with school. Enhancing cognitive skills like critical thinking and reflection is also essential. Schoolwide implementation of thinking routines and student portfolios can promote metacognitive awareness and help students reflect meaningfully on their growth. For students needing more intensive support, small-group instruction and mini-lessons on executive functioning or the use of learning journals can build skills in planning, organizing, and self-assessment.

Given the high needs identified among students with disabilities and Hispanic students, it is especially important to implement culturally responsive teaching practices and inclusive, universally designed social-emotional learning (SEL) opportunities. Professional development in these areas can ensure that all students feel seen, valued, and supported. Targeted SEL groups focused on confidence, self-advocacy, and adult relationship-building can be offered to these students, alongside stronger family-school partnerships through culturally relevant outreach and multilingual communication. Finally, the school will consider leveraging existing strengths in peer relationships and emotional regulation by launching peer mentorship programs and expanding collaborative learning opportunities. Peer support structures, such as lunch clubs or social skills groups, can increase belonging and help isolated students build meaningful connections. Collectively, these strategies aim to foster a more inclusive, engaging, and supportive school climate where all students can thrive.

Reflections: Technical Assistance

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

JCS-Manzanita does not meet the requirements for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - JCS-Manzanita is not eligible for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents, Students, and Staff (Teachers, Principals, Administrators, and other School Personnel)	School Site Council Meetings (Group Discussion/Open Forum) - November 2024, February 2025, May 202
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.

PARENT FEEDBACK

LCAP Goal 1: Parents generally view the school's environment as safe, clean, and supportive, with a strong appreciation for services like speech and English Learner (EL) support. These services, along with functional school facilities, are seen as the most effective aspects of the LCAP under Goal 1. The personalized approach to education and the smooth transition from public to homeschool settings have led to positive academic and personal growth for many students. However, there are concerns about the adequacy of specialized resources at

certain locations, and some dissatisfaction with lunch periods being too short. Actions considered least effective include curriculum development, special education providers (when applicable), and transportation services, indicating a need for improvement in consistency and resource allocation across campuses.

LCAP Goal 2: Under Goal 2, parents value initiatives like small class sizes, the Bound for Blue program, access to college course credits, and tools such as Naviance for college and career readiness. These are regarded as some of the most effective actions for promoting academic success. On the other hand, there are concerns about an overreliance on technology-based instruction, with some parents emphasizing the need for a balance between digital tools and traditional teaching practices. The use of NWEA MAP testing, academic interventions, and programs like ACCESS were viewed as less effective, suggesting a disconnect between these resources and their impact on student learning. Improving teacher training and instructional methods may enhance the effectiveness of academic support strategies.

LCAP Goal 3: Parents acknowledge a positive school climate and strong student engagement, bolstered by effective communication through newsletters, family events, and student performance reports. These actions are highly valued and foster a sense of community. However, there are mixed reviews regarding certain initiatives. While Project Week is appreciated, its complexity can be overwhelming for younger students and their parents. Simplifying such programs would reduce stress and increase accessibility. Furthermore, parents want more frequent and inclusive family events to strengthen school-community ties. Despite challenges with less effective actions like social media presence and restorative practices, the overall sentiment reflects a strong sense of belonging and safety within the school community.

Additionally, parents were asked to share the top reasons they chose to educate their children with the LEA and any additional concerns/frustrations so the LEA could reflect and improve actions and services in the future.

The top reasons parents choose to educate their children with the JCS Family of Charter Schools revolve around a combination of key factors. Small class sizes are consistently cited as a priority, allowing for more personalized attention and better student support. The curriculum and resources provided are also highly valued, with parents appreciating the innovation, creativity, and flexibility within the educational approach. Many parents emphasize the importance of a safe and nurturing environment, fostering a sense of community and support among students. Additionally, the flexibility offered by the school, such as home study options and tailored educational experiences, is often highlighted as a key reason for choosing JCS. Other notable factors include campus accessibility, strong partnerships with families, and a focus on preparing students for college or career. Parents also appreciate the overall dedication to student success, including the availability of student support services and the absence of political agendas in the curriculum.

There are several concerns and frustrations regarding the 2024/2025 school year. One issue is the slow posting of grades, which makes it difficult to track a child's progress. Some parents feel that the teacher does not connect with their child, describing them as overwhelmed, disconnected, and unapproachable. Additionally, there is concern over the class's collective punishment when complaints are made and the policy of students earning the right to sit at their desks through a class "play money" system. Parents also noted that some teachers seem to favor family or friends as substitute helpers, while discouraging parental involvement. The school's high turnover of young teachers is another concern, as it may affect the quality of education. Parents have also expressed frustration over a lack of available extra work for advanced students and the reliance on random learning websites instead of structured educational materials. The absence of a system that allows students to work on missed lessons at home and the perception that students have excessive breaks instead of study time are also issues. Some parents have concerns about specific school topics, like the display of gay pride symbols, and troubling behavior from students regarding drug and alcohol use. Additionally, there is a request for a handwashing station outside the cafeteria due to limited bathroom access. At a broader level, there are complaints about the inadequate funding and resources, including basic infrastructure needs like roof

repairs and more special education resources. Lastly, some parents are dissatisfied with the Zearn learning system, finding it too reliant on multiple-choice answers without requiring meaningful engagement.

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

LCAP Goal 1: Staff feedback indicates that JCS is effectively supporting equitable conditions of learning, especially through highly qualified teachers and access to induction programs. These actions have laid a strong foundation for instructional quality. However, technology support for both staff and students, along with equitable access to services for unduplicated student groups, is seen as less effective, signaling a need for more targeted support and resources. While the current strategies, such as differentiated instruction and inclusive policies are commendable, staff suggest that ongoing improvements could include better community engagement, enhanced cultural competency, and increased access to technology and mental health services to fully address student needs.

LCAP Goal 2: In terms of academic achievement and college/career readiness, staff value tools that support ongoing assessment and data analysis, as well as collaboration with SELPA for special education services. These efforts are seen as crucial for identifying and addressing achievement gaps. However, staff express concerns that some students require disproportionate support, limiting the reach of interventions for others. Additionally, programs like Beyond SST, Bound for Blue, Naviance, and CTE access are considered less effective, possibly due to limited integration or impact. More collaboration between general education and special education staff is suggested to enhance consistency and support for all students.

LCAP Goal 3: While field trips, after-school care, and online safety tools like Securly are viewed positively and contribute to a strong school climate, the Leader in Me program has been met with resistance from elementary staff. It is perceived as overly corporate and out of touch with student needs, which reduces its effectiveness in promoting engagement and a sense of community. Staff also feel that current marketing efforts, including online and print advertising, are among the least impactful. To improve school climate and parent involvement, staff recommend exploring more authentic, relatable programs that align better with the developmental stages of students and foster genuine connection.

Additionally, staff were asked to share about the best and most challenging aspects of their jobs and what professional development opportunities they desired in the future. Aside from working with students, the best parts of the job include collaborating with supportive and like-minded colleagues, engaging with involved parents, and being part of a school that offers a positive and nurturing alternative to traditional education. Staff also enjoy researching and providing curriculum tailored to diverse learners, participating in Job-Alike groups, and feeling that their work makes a meaningful difference in the school community and in students' lives.

The most challenging parts of the job include insufficient funding, which makes it difficult to fully run the school and maintain an adequate staff to meet student needs. There are also struggles when faced with problems or tasks in special education where guidance is unclear, as well as the challenge of managing multiple behavioral issues within the same classroom. Additionally, working with parents who are not fully committed to homeschooling their children can be difficult, further complicated by the lack of resources and support that limits the ability to provide students with what they truly need.

There is a strong desire for additional training and professional development in several key areas to better support student needs. Staff expressed the need for more targeted strategies for working with students in special education, particularly those with ADHD and high-

functioning autism, as well as support for managing multiple behavioral challenges within a single classroom. There is also interest in district-sponsored professional development for integrated English Language Development (ELD) instruction. Attending the CSHA conference was valuable for gaining professional development and required CEUs, and there is interest in attending annually. Lastly, staff would appreciate hands-on training from a STEMscopes Science representative to enhance science instruction.

STUDENT FEEDBACK

LCAP Goal 1: Students generally feel well-supported in terms of having the necessary books, supplies, and technology to succeed academically, indicating that material and digital resources are effectively provided. However, they expressed concerns about the physical condition and cleanliness of school facilities, as well as the responsiveness of the school when they face personal challenges. This suggests a gap between access to tools and the overall learning environment and student support services. While basic academic needs are being met, students may benefit from improvements in facility upkeep and a stronger, more proactive support system when problems arise.

LCAP Goal 2: Students report strong personal motivation and a sense of academic growth, reflecting positively on their learning experiences. They feel that they are learning a lot and are putting in their best effort. However, several students feel that they are not adequately challenged or supported beyond standard instruction. Many report a lack of feedback after assessments or major projects, and some do not feel adequately prepared for future academic or career pathways. This highlights a need for more individualized academic support, enrichment opportunities, and meaningful feedback to ensure students feel guided and prepared for what lies ahead.

LCAP Goal 3: Students appreciate engaging opportunities like field trips and feel generally safe and welcome at school, which points to a positive school climate and effective community-building activities. However, they expressed a desire for more personalized learning experiences and social-emotional support. Many feel that their interests are not adequately reflected in their learning and that teachers could do more to help with social relationships and leadership development. These responses suggest that while the overall environment is positive, students would benefit from expanded opportunities to explore personal interests, develop leadership skills, and navigate peer dynamics with teacher support.

Additionally, students were asked about the best and most challenging aspects of the school. The best things students appreciate about their school include the strong sense of friendship and community, with many mentioning how much they value their friends and the supportive people around them. They also enjoy the independence the school offers, such as learning at their own pace and having the option to study at home on Fridays, while still receiving help when needed. Teachers and staff are frequently praised for being kind, helpful, and understanding. Fun aspects like field trips, electives, P.E., multiple recesses, lunch, and the ability to use technology or listen to music contribute to a positive learning environment. Many also highlighted the peaceful atmosphere and the flexibility that allows them to feel comfortable and succeed academically.

Students shared a variety of suggestions for how their school could improve to better support learning. Many feel the school is already working well, with several responding that no changes are needed. However, others suggested more communication and support, especially for new students transitioning into homeschooling or the traditional public school system. Some emphasized the need for clearer instruction, better teacher responsiveness, and recognition of different learning styles. Students also requested more fun events, longer or more frequent breaks, and improvements to school food and supplies. A few asked for less strict rules, more chances to socialize, and more engaging or challenging academic content. Other suggestions included improving classroom equipment, offering choices in reading material, and having

more educational field trips. Overall, students want a balance of academic support, clearer communication, better resources, and a more enjoyable school experience.

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 with the state priorities, and a majority of the metrics are required, but the actions and services are inspired by our educational partners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

Feedback from partners suggests that students, parents, and staff generally express positive sentiments about JCS-Manzanita, citing small class sizes, supportive teachers, and the opportunity to improve academically with access to educational materials and curriculum choices. Suggestions for improvement include purchasing more curriculum materials, upgrading technology, and improving facilities (for example, restroom repairs). The need for facility improvements is also evidenced through our annual FIT tool, which was rated "Good" due to deficiencies such as leaks causing interior damage, warped floor panels, broken tiles, and deterioration of exterior cement. Additionally, our local indicators tell us our school can focus on continuing to improve and update resources to support student learning at home. Parents, students, and staff provided feedback that they value choice and want more curriculum options to attend to the personalized needs and approaches of homeschooling. Staff also recognizes the need for curriculum options that are rigorous, more closely aligned to standards, and engaging. Providing more engaging/creative assignments, enhanced technology, and increasing support for students with disabilities and socio-economically disadvantaged students were also called out in SSC group discussions, survey data, and the conversation campaign. This need is also evidenced through equity gaps on the CA Schools Dashboard. Within the metrics, actions, and services below, we aim to maintain many basic services through tracking systems while attending to improvements in curriculum, resources, and facilities for all students and support services for students with special needs.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of students with access to 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
1.3	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	Fall 2024 - Good		Fall 2026 - Good	Maintained
1.5	Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 0% Full Implementation and Sustainability 52% Full Implementation 43% Initial Implementation 4% Beginning Development 0% Exploration and Research Phase	Spring 2025 4% Full Implementation and Sustainability 83% Full Implementation 13% Initial Implementation 0% Beginning Development 0% Exploration and Research Phase		Spring 2027 >75% Full Implementation	Full Implementation - Increased (+35%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Report Rating(s) for ELD within the Local Indicator Priority 2 Self-Reflection Tool	Spring 2024 Professional Learning - Level 4 Instructional Materials - Level 4 Staff Support/Feedback - Level 3	Spring 2025 Professional Learning - Level 3 Instructional Materials - Level 4 Staff Support/Feedback - Level 4		Spring 2027 Level 4 or 5 for all ELD standards	Professional Learning - Declined (1 Level) Instructional Materials - Maintained Staff Support/Feedback - Increased (1 Level)
1.7	Report Rating(s) for Programs and Services within the Local Performance Priority 7 Self-Reflection Tool for all students, unduplicated student groups, and students with exceptional needs	Spring 2024 100% of all students including SwD and unduplicated students have access to programs and services.	Spring 2025 100% of all students including SwD and unduplicated students have access to programs and services.		Spring 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 - Action carried out as planned. Dedicated P.E. teacher was hired and he utilized current resources to provide standards-aligned P.E. courses.

1.5 - All students have access to technology with a 1:1 student to device ratio. Hot spots are also provided to student who need access to home internet. The LEA was awarded a Technology Grant in 24/25 and received a surplus of new Chromebooks; therefore, expenditures were less than anticipated.

1.6 - The LEA utilizes Charter Tech Services for daily technology support. This is a shared cost among the six (6) JCS schools and the split cost for JCS-MZ was less than estimated.

1.9 - The LEA estimated Induction costs for four (4) staff members and, in 24/25, five (5) staff members were enrolled in induction.

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 specialized service for EL and SPED students to ensure equitable outcomes (1.8) and safe, clean, and functional school facilities (1.7). According to staff partners, the most effective actions were Highly Qualified Teachers (1.1) and teachers having access to an Induction Program (1.10). The least effective action rated by parent partners was standards-aligned curriculum choices (1.2). For staff, the least effective actions were technology support (1.6) and specialized services for unduplicated pupils to ensure equity (1.8). 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 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).

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 TK-8 curriculum. This will help the LEA differentiate between TK-8 course curriculum and materials, and high school course expansion and improvement in Goal 2 (A-G courses, CTE, etc.). Additionally, the LEA will add an action, aligned with the Williams Act, to ensure required monitoring and review by the county office, thereby ensuring students have access to basic services.

Note: 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
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.	\$50,000.00	Yes
1.3	Physical Education	Provide 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.	\$70,000.00	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.	\$3,000.00	Yes
1.5	Technology, Internet, and Instructional Materials	Provide technology (devices) and internet in home for SED, EL, and FHY along with copies of materials that need to be printed, as needed.	\$11,000.00	Yes
1.6	Technology Support	Tech Support Services to ensure student and staff technology is functional, well-maintained, repaired, and replaced as needed.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Physical Safety	Maintain safe, clean, and functional school facilities by assessing physical spaces on campuses and ensuring janitorial services, necessary repairs, building improvements, etc. so students and staff are safe.	\$30,000.00	No
1.8	Programs and 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.)	\$10,000.00	Yes
1.9	Professional Development - Induction	Provide a school-funded induction program for teacher and administrators needed to clear their credentials.	\$20,000.00	No
1.10	Williams Act	Coordinate the review process for the Williams Act monitoring list with the county office by ensuring the LEA provides students with equal access to basic educational needs, including Instructional Materials, Safe and Decent Facilities, and Qualified Teachers.	\$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the school's Academic Performance and College and Career Readiness Indicators on the CA Dashboard, as well as partner input, we've determined the school needs to dedicate resources, time, and attention to providing high-quality, equitable, and responsive instruction so all students can succeed at high levels. Declining achievement at the end of the last 3-year LCAP cycle and failure to meet desired outcomes related to academic performance indicate that all students must continue increasing communication and critical thinking skills in Language Arts, Math, and Science. This is especially important for unduplicated students who have lower performance levels on the CA School Dashboard. 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: -20.8 (Orange) SED: -62.4 (Orange) SwD: -93.0 (Red) Hispanic: -37.2 (Orange)	Spring 2024 All: -6.4 (Yellow) SED: -39.6 (Yellow) SwD: -65.3 Hispanic: -18.8 (Yellow)		Spring 2026 All: > -5 (Green) SED: > -53.4 (Yellow) SwD: > -70 (Yellow) Hispanic: > -28.2 (Yellow)	All: Increased (+14.4) SED: Increased (+22.8) SwD: Increased (+27.7) Hispanic: Increased (+18.4)

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: -38.5 (Orange) SED: -75.2 (Orange) SwD: -117.7 (Red) Hispanic: -57.9 (Orange)	Spring 2024 All: -33.3 (Yellow) SED: -55.8 (Yellow) SwD: -77.2 Hispanic: -50.8 (Yellow)		Spring 2026 All: > -25.0 (Green) SED: > -66.2 (Yellow) SwD: > -102.7 (Orange) Hispanic: > -48.9 (Yellow)	All: Increased (+5.2) SED: Increased (+19.4) SwD: Increased (+40.5) Hispanic: Increased (+7.1)
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: 67%	Spring 2024 All: 100%		Spring 2026 All: > 65%	All: Increased (33%)
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: 67%	Spring 2024 All: 80%		Spring 2026 All: > 50%	All: Increased (13%)
2.5	Average achievement & growth percentile on the NWEA MAP Reading Test (NWEA MAP)	Fall23 Achievement: 50th Percentile Spring24 Achievement: 54th Percentile Fall23-Spring24 Growth: 52nd Percentile	Fall 2024 Achievement: 52nd Spring 2025 Achievement: 51st Fall 23 - Spring 24 Growth: 49th		Spring27 Achievement: >50th Percentile Fall26-Spring27 Growth: >50th Percentile	F24 Ach: Increased (+2) Sp25 Ach: Declined (-3) F24-Sp25 Growth: Declined (-3)
2.6	Average achievement & growth percentile on the NWEA MAP Math Test (NWEA MAP)	Fall23 Achievement: 43rd Percentile Spring24 Achievement: 56th Percentile	Fall 2024 Achievement: 38th Spring 2025 Achievement: 42nd		Spring27 Achievement: >50th Percentile	F24 Ach: Declined (-5) Sp25 Ach: Declined (-14)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall23-Spring24 Growth: 76th Percentile	Fall 23 - Spring 24 Growth: 57th		Fall26-Spring27 Growth: >50th Percentile	F24-Sp25 Growth: Declined (-19)
2.7	% of SST students meeting CAASPP growth goal (21+ points)	2023 CAASPP to 2024 CAASPP ELA: 86% Math: 67%	2024 CAASPP to 2025 CAASPP ELA: 50% Math: 100%		2023 CAASPP to 2024 CAASPP ELA: 60% Math: 60%	ELA: Declined (-36%) Math: Increased (+33%)
2.8	% of SST student meeting NWEA MAP growth goal	Spring 2024 ELA: 61% Math: 82%	Spring 2025 ELA: 60% Math: 43%		Spring 2027 ELA: 60% Math: 60%	ELA: Declined (-1%) Math: Declined (-39%)
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 Spring 2025.	2024/2025 ELA: 20% Math: 0%		Spring 2027 ELA: 50% Math: 50%	N/A
2.10	CAST (Science) % Met/Exceeded (CDE)	Spring 2023 All: 33.3% SED: 20.7% SwD: 0% Hispanic: 41.7%	Spring 2024 All: 33.3% (-12 DFS) SED: 21% (-17.2 DFS) SwD: 0% Hispanic: 28.2% (-15.1 DFS)		Spring 2026 All: > 45% SED: > 30% SwD: > 20% Hispanic: > 45%	All: Maintained SED: Increased +(0.3%) SwD: Maintained Hispanic: Declined (-13.5%)
2.11	% of English Learner students reclassified as Fluent English Proficient (Local Calculation)	Fall 2023 EL: 7%	Fall 2024 EL: 31%		Fall 2026: EL: > 20%	Increased (+24%)
2.12	% of continuously enrolled English Learner students who grew one ELPI level from Spring to	Spring 2023 EL: 75%	Spring 2024 EL: 40%		Spring 2026 EL: > 75%	Declined (-34%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Spring (Local Calculation)					
2.13	% of College and Career Ready graduating students (SIS)	Spring 2023 All: 75%	Spring 2024 All: 60%		Spring 2026 All: > 50%	Declined (-15%)
2.14	% of graduating students who have met "a-g" UC/CSU Entrance Requirements (CA Dashboard)	Spring 2023 All: 14%	Spring 2024 All: 60%		Spring 2026 All: > 50%	Increased (+46%)
2.15	% of students who have completed at least one Career and Technical Education (CTE) pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%		Spring 2026 All: > 10%	Maintained
2.16	% of students who have met "a-g" UC/CSU Entrance Requirements and at least one CTE Pathway (CA Dashboard)	Spring 2023 All: 0%	Spring 2024 All: 0%		Spring 2026 All: > 5%	Maintained
2.17	% of enrolled students who have completed at least one AP exam with a score of 3 or higher (Local Calculation)	Spring 2023 All: 0%	Spring 2024 All: 0%		Spring 2026 All: 0%	Maintained
2.18	% of students who have completed at least 1 college credit course in high school (SIS)	Spring 2024 Overall: 39% 20/21 Cohort: 60% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 22%	Spring 2025 All: 41% 21/22 Cohort: 100% 22/23 Cohort: 33% 23/24 Cohort: 29% 24/25 Cohort: 0%		Spring 2027 Overall: 50%	Increased (+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: 30% 20/21 Cohort: 40% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 11%	Spring 2025 All: 29% 21/22 Cohort: 50% 22/23 Cohort: 33% 23/24 Cohort: 29% 24/25 Cohort: 0%		Spring 2027 Overall: 40%	Decreased (-1%)

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.

2.2 - This action was carried out as planned and the LEA used the NWEA MAP assessment to support instruction. This is a shared cost among the six (6) JCS network of schools and the split cost for JCS-MZ was less than estimated.

2.3 - Due to budget restrictions, the LEA lost a dedicated Tier II coordinator/instructor in October 2024. General Education teachers built the capacity within their daily schedules to provide Tier II instruction.

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 JCS-MZ 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 JCS-MZ was less than estimated.

2.10 - This action was carried out as planned and a dedicated high school counselor supported high school students in the LEA by developing programs and opportunities for students to meet CCR and graduation requirements. This is a shared cost among four (4) 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.)

2.13 - The action was carried out as planned and students had access to electives via virtual Educational Partners such as Edgenuity.

2.15 - The action was carried out as planned and students had access to CTE courses via virtual Educational Partners such as Edgenuity. Students took advantage of CTE course offerings in 24/25 and expenditures were approximately 150% of the estimated cost.
2.16 - This action was carried out as planned. The cost in 24/25 was more 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 Small Class Sizes/EF Rosters (2.19), Bound for Blue (2.11), Access to College Credit Courses (2.14) and Naviance (2.16). According to staff partners, the most effective actions were related to Ongoing Assessment (2.2), collaboration with SELPA (2.6), and the use of Data Analysis tools/programs to identify academic trends and close achievement gaps (2.9). The least effective actions rated by parent partners were NWEA MAP Testing (2.2), Academic Intervention/Tutoring (2.4), and the ACCESS program for SwD (2.17). For staff, the least effective actions were Beyond SST (2.5), Bound for Blue (2.11), CTE Access (2.15), and the Naviance program (2.16).

Metrics that improved and the actions aligned most closely to them are listed below and considered most effective by the LEA:
Metrics 2.1-2.4 (CAASPP Achievement in ELA & Math) - 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 (% of English Learner students reclassified as Fluent English Proficient) - Action 2.8 (EL Coordinator & ELD Teacher)
Metric 2.14 (A-G Completion) - Action 2.12 (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:
Metrics 2.5 - 2.8 (RTI Intervention Growth) - Actions 2.3 - 2.5 (Tier II Instructional Support in ELA & Math, ELA and Math Tutoring, Beyond SST)
Metric 2.13 (% of College and Career Ready graduating students) - Actions 2.10 - 2.15 (High School Counselor, Bound for Blue, A-G Courses: Current, Culturally Relevant Curriculum, High School Electives, College Course Credit Access, CTE Access)

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.

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.

2.17 - The LEA will remove the ACCESS action because the program is being abandoned due to a lack of participation and fiscal resources.
 2.18 - The LEA will remove the ACHIEVE action because the program is being abandoned due to a lack of participation and fiscal resources. This action will be replaced with Special Education Programming to ensure the LEA evaluates services available to SwD and their effectiveness.

2.19 - The LEA will remove the Learning Acceleration action and replace it with the Beyond action. Home Study rosters have grown and all EFs have full rosters, removing the intent to reduce rosters for Learning Acceleration. The LEA has also exhausted the restricted funding that once allowed for Learning Acceleration via reduced Home Study rosters. To continue supporting the learning of Home Study students, the LEA is adding a Friday Learning Center program called "Beyond", which will support the increased academic and engagement needs of unduplicated pupils (specifically in the Home Study program) and be available for all students.

Note: 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 & PLCs - Collaborative 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.	\$30,000.00	Yes
2.2	Benchmark Assessments	Ongoing assessment of student learning in English Language Arts and Math and data analysis to determine differentiated student needs.	\$3,000.00	Yes
2.3	Tier II Instructional Support in ELA & Math	Provide the staffing, professional development, instructional resources, and support services to support expanded learning opportunities for students based on need through SST/intervention processes.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	ELA and Math Tutoring	Provide access to educational enrichment partners for math and ELA tutoring support for Home Study.	\$10,000.00	Yes
2.5	Beyond SST	Utilize Beyond SST to align practices and procedures related to MTSS, house student documents so they are available to the staff, and ensure accountability to time-sensitive deadlines related to student growth achievement and measurement.	\$300.00	Yes
2.6	Collaboration with SELPA	Collaborate with SELPA to close equity gaps for SwD.	\$2,500.00	No
2.7	SwD Professional Development	Provide professional development and other learning opportunities for staff working with SwD related to disproportionality, instructional strategies, serving independent study students, performance indicator process, etc.	\$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.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	High School Counselor	Fund high school counselor to improve college/career readiness for all students by counseling students in college/career paths and requirements, developing programs and opportunities for students to meet CCR requirements, ensuring courses are a-g approved, analyzing transcript data, providing professional development to teachers in transcript analysis, and looking for new strategies to increase CCI outcomes and promote College/Career Readiness.	\$12,000.00	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
2.12	A-G Courses: Current, Culturally Relevant Curriculum	Increase access to current, culturally relevant, and engaging A-G curriculum by 1) reviewing and updating a-g approved courses and 2) adopting and replenishing new curriculum.	\$20,000.00	Yes
2.13	High School Electives	Add, improve, and expand elective choices that will increase a-g completion, emphasize vocational/life skills, and engage learners and support critical thinking.	\$5,000.00	No
2.14	College Course Credit Access	Increase student access to college credit course access by educating parents, students, and teachers about the benefits of college course credit, paying for the cost of the class and materials, supporting students through the registration process, and providing student support systems and collaboration through the coursework.	\$4,000.00	Yes
2.15	CTE Access	Provide CTE courses that align to form CTE pathways, in partnership with educational partners, and provide any necessary resources and materials aligned to the courses	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	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.	\$1,500.00	Yes
2.17	WASC Accreditation & Membership	Maintain good standing with the Western Association of Schools and Colleges by completing self-studies and participation in collaborative networks that improve post-secondary outcomes for students.	\$1,300.00	No
2.18	Special Education Programming	Seek, analyze, and plan to improve services for students with mild/mod disabilities.	\$5,000.00	No
2.19	Beyond	Implement the "Beyond" program, an optional fifth day of site-based learning to support academic growth and enrichment.	\$100,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from educational partners 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. In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. The Chronic Absenteeism DFS for all students was 15.2%, and the SwD subgroup was also placed in the “red” or lowest performance category, requiring a specific action/service for improvement. While chronic absenteeism rates have improved, the actions to address them will remain in the LEA's LCAP for continued improvement and ongoing maintenance. Additionally, analysis of the Holistic Student Assessment (HSA) results shows that the % of students placed in Tier 3 (most significant SEL needs) increased dramatically between 2020 and 2023 and continues to remain high (more than 40%). This indicates an increased need to support students with SEL programs and professionals. To increase engagement, staff, students, and parents shared the following suggestions via survey: explicit tiered SEL support such as counseling services, music/art instruction, leadership opportunities, interest-based electives, and basic needs provisions such as free meals. Research shows that many of these factors contribute to students feeling happy, secure, and engaged in a learning environment and behaving in ways that promote confidence, community, and integrity. Through the actions/services below, we will continue to monitor, maintain, and improve student engagement outcomes. These efforts serve to benefit our current students and grow/solidify our school by attracting increased enrollment. We will also address parent engagement since approximately 35% of parents have indicated via survey that they do not believe the school finds ways to involve them in decision-making or are 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: 66.3% SED: 66.2%	Fall 2024 All: 64.2% SED: 70%		Fall 2026 All: >80% SED: >75%	All: Declined (-2.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD: 61.5% Hispanic: 69.7%	SwD: 59.2% Hispanic: 58.6%		SwD: >70% Hispanic: >80%	SED: Increased (+3.8%) SwD: Declined (-2.3%) Hispanic: Declined (-11.1%)
3.2	P2 ADA (Local SIS Attendance Rate)	Spring 2024: 100%	Spring 2025: 97.4%		Spring 2027: > 97%	Declined (-2.6%)
3.3	Chronic Absenteeism Rate (CA Dashboard)	2022/2023 All: 15.2% (Orange) SED: 21.6% (Orange) SwD: 29.8% (Red) Hispanic: 15.1% (Yellow)	2023/2024 All: 13.1% (Yellow) SED: 17.4% (Yellow) SwD: 20.5% (Orange) Hispanic: 16.5% (Orange)		2025/2026 All: < 10.0% (Green or Blue) SED: < 10.0% (Green or Blue) SwD: < 20% (Yellow) Hispanic: < 10.0% (Green or Blue)	All: Declined (-2.1%) SED: Declined (-4.2%) SwD: Declined (9.3%) Hispanic: Increased (+1.4%)
3.4	Suspension Rate (CA Dashboard)	2022/2023 All: 1% (Blue) SED: 0.6% (Blue) SwD: 1.1% (Green) Hispanic: 0.7% (Green)	2023/2024 All: 0% (Blue) SED: 0% (Blue) SwD: 0% (Blue) Hispanic: 0% (Blue)		2025/2026 - Maintain Baseline All: < 1% (Green or Blue) SED: < 1% (Green or Blue) SwD: < 1% (Green or Blue) Hispanic: < 1% (Green or Blue)	All: Declined (-1%) SED: Declined (-0.6%) SwD: Declined (-1-1%) Hispanic: Declined (-0.7%)
3.5	Expulsion Rate (DataQuest)	2022/2023 All: 0%	2023/2024 All: 0%		2025/2026 - Maintain Baseline All: < 2%	Maintained
3.6	Middle School Drop-out Rate (Local SIS)	2022/2023 All: 0%	2023/2024 All: 0%		2025/2026 - Maintain Baseline	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All: 0%	
3.7	High School Drop-out Rate (DataQuest)	2022/2023 All: 11%	2023/2024 All: 0%		2025/2026 All: < 5%	Declined (-11%)
3.8	High School Graduation Rate (SIS)	2022/2023 All: 78%	2023/2024 All: 80%		2025/2026 All: 90%	Increased (+2%)
3.9	School Enrollment as of P2 (SIS)	2023/2024 All: 213 students	2024/2025 All: 233 students		2026/2027 All: 240 students	Increased (+20 students)
3.10	Student Retention Rate (SIS)	Spring 2023 - Fall 2023 All: 75%	Spring 2024 - Fall 2024 All: 72%		Spring 2023 - Fall 2023 All: 85%	Declined (-3%)
3.11	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool (Parent Involvement)	Spring 2024 (1-5 Rating Scale for Parent Engagement) All: 4 out of 5	Spring 2025 (1-5 Rating Scale for Parent Engagement) All: 4.21 out of 5		Spring 2027 All: > 4 out of 5	Increased (+0.21)

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.

Most actions (all except 3.21) were carried out as planned. 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.

Action 3.21 (Standards-Based Report Cards) was not implemented as planned in 24/25 due to other school improvement and professional focuses. The LEA will try to prioritize this action in 25/26.

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.

- 3.2 - The action was carried out as planned. The Holistic Student Assessment was administered to students and used to support Tiered engagement around SEL needs. Additionally, the LEA used a SEL support service provider, Care Solace, to refer individuals for professional SEL support. If funding were available, the LEA would like to be able to provide a dedicated SEL counselor, but this is not currently possible.
- 3.3 - In addition to Leader in Me, several staff members participated in PBIS training in service of SEL PD. Ultimately, the Leader in Me training (Action 3.1) dominated SEL PD time; therefore, fewer expenditures were incurred related to Action 3.3.
- 3.4 - The action was carried out as planned, and the cost of the Securly service was less than estimated.
- 3.5 - The action was carried out as planned. Proposition 28 funding allowed the LEA to offer regular arts and music instruction to Academy students.
- 3.7 - The LEA utilized a transportation service, Hop Skip Drive, to remove barriers for students and increase attendance in the Academy programs. The cost of the transportation service was significantly more than estimated.
- 3.9 - The action was carried out as planned, and many field trips were planned and offered to students. Due to budget restrictions, the LEA spent less than planned and sought free or low-cost field trip options with parent transportation.
- 3.10 - Family events were held throughout the year, with the support of donations/PTO funding. Due to budget restrictions, the LEA spent less than planned but still sought to provide family engagement opportunities in service of the goal.
- 3.11 - Due to budget restrictions, the LEA utilized free or low-cost student recognition and incentive programs.
- 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 were significantly less than the previous professional consulting and development firm.
- 3.16 - The LEA neglected to consider the cost of staff to receive meal deliveries and set up, serve, and clean up meals daily. When a portion of non-instructional staff FTE were directed toward the implementation of this action, the expenditures were more than originally projected.
- 3.20 - The action was carried out as planned, and the LEA provided parents with CAASPP Video Score reports to increase parent engagement and communication about student outcomes. The 24/25 cost was less than projected.
- 3.21 - Due to other school improvement and professional focuses, the LEA was unable to dedicate resources for creating a Standards-Based Report Card for Home Study in 24/25. This action will be continued in 25/26.

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 School Newsletters (3.12), Multiple Measure Student Reports (3.12), Family Events (3.10), and CAASPP Video Score Reports (3.20). According to staff partners, the most successful actions have been Securly Software (Online Safety) (3.4), Field Trips (3.9), and After School Care (3.18). On the contrary, parents thought that Positive Behavioral Interventions and Supports (PBIS) (3.3), Restorative Practices (3.2), and Social Media Presence (3.13) were less effective actions. Staff thought the least effective actions were Leader in Me (3.1), Online & Social Media Marketing (3.13), and Signage & Print Ads (3.13).

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 3.20 (Perfect Attendance Awards)

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

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

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.

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.

Note: 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.	\$20,000.00	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.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$3,000.00	No
3.4	Online Safety: Securly	Promote the social-emotional safety of all students by utilizing a cloud-based student safety device management tool that helps our school leaders and educators keep students safe, secure, and ready to learn.	\$3,000.00	No
3.5	Arts & Music Programing	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.	\$10,250.00	Yes
3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Seek to address chronic absenteeism rates for SwD, 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, including public transportation to school, as needed. (Note: Action taken to improve the chronic absenteeism rate for SwD due to red indicator on the 2023 CA School Dashboard.)	\$15,000.00	Yes
3.8	Student Engagement: Suspension, Expulsion, and Drop-out Rates	Continue to maintain current rates of suspension, expulsion, and drop-outs for all students by monitoring data and re-evaluating programs and systems as needed.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Field Trips	Enhance opportunities for students to engage in real-world experiences and hands-on learning by increasing the amount of field trips students may access.	\$12,000.00	No
3.10	Family Events	Host events that engage families in the school community such as Science Nights, Project Colloquiums, Park Meet-ups, Dances, and School Celebrations.	\$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.	\$1,000.00	No
3.12	Parent Engagement & Communication	Recruit/encourage parent participation representative of all student subgroups in school decision-making processes such as School Site Council. Increase parent participation and engagement by developing monthly communication via school newsletters, communication with parents, and school's online presence. Provide ongoing surveys for parents of SwD, EL, FHY, and SED to inform curriculum, programming and supports. Continue to provide a question of the month for staff to engage parents and elicit feedback used in decision making.	\$6,000.00	Yes
3.13	Enrollment	Increase student enrollment through effective marketing strategies and professional support.	\$20,000.00	No
3.14	Retention	Retain students by providing high quality programs and support, building supportive learning communities and authentic relationships, and providing valuable extracurricular opportunities. Collect data related to withdrawals (ex. exit interviews) to assess and determine the reasons students choose to leave our school.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	PD-Leadership	Support the development of leaders through professional consultation, coaching, and collaboration in order to create healthy, thriving culture of students, staff, and families.	\$2,000.00	No
3.16	Meals (NSLP)	Increase meal program to two meals/day and become an NSLP school.	\$10,000.00	Yes
3.17	EL Parent Engagement	Allocate Educational Facilitors, by region, to support ELs, increase parent engagement, and provide additional support for Home Study.	\$50,000.00	Yes
3.18	Expanded Learning	Provide expanded learning opportunities including after school care and enrichment with educational partners.	\$50,000.00	Yes
3.19	CAASPP Video Score Reports	Utilize CAASPP Video Score Reports to increase Parent Engagement around their student's academic progress and outcomes.	\$300.00	No
3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Increase attendance and decrease chronic absenteeism by incentivizing and promoting perfect attendance for SwD and Unduplicated Students. (Note: Action taken to improve chronic absenteeism rate for SwD due to red indicator on the 2023 CA School Dashboard.)	\$5,000.00	Yes
3.21	Standards-Based Report Card	Develop a Standards-Based Report Card to increase parent engagement and support parents in understanding their child's progress towards meeting grade-level standards.	\$2,500.00	No

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
\$267,310	\$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
10.413%	0.000%	\$0.00	10.413%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: TK-8 Standards-aligned Curriculum & Materials</p> <p>Need: An analysis of the CA Dashboard equity report highlighted lower performance levels for two subgroups on the ELA and Math indicators: Students with Disabilities (SwD) and socio-economically disadvantaged students (SED). Additionally, qualitative data from our staff tells</p>	Based on this data, along with feedback from educational partners, especially teachers, we determined the need to prioritize structured core and supplemental learning resources. We will maintain updates and access to other curriculum while we focus our resources on research-based ELA and Math conducive to a homeschooling environment. Our instructional staff understands the challenges homeschool families are facing; therefore, they are in the best position to develop curriculum maps and pacing guides conducive and	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>us many parents are homeschooling for non-traditional reasons, and many are first-time homeschoolers. These challenges result in disparities in the support students receive while homeschooling, demonstrated through lower academic achievement for our low income students and students with disabilities. Traditional homeschoolers want choice and flexibility and non-traditional Home Study parents want more structure.</p> <p>Scope: LEA-wide</p>	<p>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 students with disabilities and low-income students by providing better access and consistency in our curriculum and resources and removing barriers, like assumptions about the materials and resources found in the home.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>1.5</p>	<p>Action: Technology, Internet, and Instructional Materials</p> <p>Need: Survey data from our staff and parents indicates that SED, FHY, and EL students are faced with barriers to their learning including limited access to technology and the Internet. This can be evidenced through equity gaps in ELA and Math performance on the CA Schools Dashboard.</p> <p>Scope: LEA-wide</p>	<p>We know access to technology and online materials will allow our students greater access to online resources that are aligned to CCSS, NGSS, ELD standards, or tiered interventions. While all students will benefit from having access to more online resources with greater technology, our hope is our SED, FHY, and EL students will have improved academic achievement. This action also ensures our students are full participants in a broad course of study while getting support (e.g. tiered intervention), and/or that they have access to quality CCSS-aligned instruction online if homeschool parents are not able to provide this. We expect increasing our technology will lead to growth in achievement, student engagement, increased English proficiency, and more favorable post-secondary outcomes for SED, FHY, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>1.2</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
1.8	<p>Action: Programs and Services</p> <p>Need: As a non-classroom-based charter school, we have greater flexibility in programming, curriculum options, and scheduling. Currently, all EL students, Students with Disabilities, and At-Risk students have the same course access as other students and they all receive programs and services intended for their needs (e.g. designated instruction, intervention, and special education services).</p> <p>Scope: LEA-wide</p>	<p>We believe that through collaborative efforts of support staff, coordinators, and the teacher of record our EL students, Students with Disabilities, and At-Risk students will have full course access and specialized programs and services. We expect that by continuing to personalize programming, services, and, grade grade-level CCSS curriculum our students will have full access, improved academic achievement, and greater outcomes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	1.7
2.1	<p>Action: PD & PLCs - Collaborative Tier I Practices for Academic Outcomes</p> <p>Need: After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>Based on this we've determined that 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 ELA and math performance for our SwD and low-income students and close the performance gap.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.1-2.6, 2.10
2.2	<p>Action: Benchmark Assessments</p> <p>Need:</p>	<p>Based on this we've determined that assessing with MAP and DIBELS early in the year will allow us to identify which students need intervention early, and assessing twice more throughout the</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>After reviewing our CAASPP data we found that our students with disabilities and low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>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>	
<p>2.3</p>	<p>Action: Tier II Instructional Support in ELA & Math</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>We have determined the ongoing need to prioritize Tier 2 targeted intervention by funding an Intervention Coordinator to oversee this research-based instructional approach and increasing Tier 2 instructional tools/programs. Although Tier 2 Intervention will be available to all students who demonstrate need, we believe this strategy will increase the performance levels of our low-income students while also improving our overall achievement levels. We expect that using a tiered model of intervention, backed by research, will result in increased academic achievement for our low-income students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.1-2.9</p>
<p>2.4</p>	<p>Action: ELA and Math Tutoring</p>	<p>By providing increased access to ELA and Math tutoring to SED students in our Home Study</p>	<p>2.1-2.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: SED students achieve below our overall student population on the CAASPP in ELA and Math, with significant equity gaps. On parent and staff feedback surveys, we learned that many of our SED families who homeschool have limited resources and parent-teachers are balancing work and homeschooling. There were multiple requests for more tutoring support in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>program, 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>	
2.5	<p>Action: Beyond SST</p> <p>Need: After reviewing our CAASPP data we found that our low-income students achieve far below all students.</p> <p>Scope: LEA-wide</p>	<p>The use of Beyond SST will streamline and improve our practices and processes related to providing Tier II instructional support in ELA and Math. It will also help us track students in the SST process and monitor their progress regularly with follow-up meetings and improved, personalized plans of support. 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
2.9	<p>Action: ParsecGo</p> <p>Need:</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</p>	2.1-2.6, 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ParsecGO is an online data visualization program that houses many of our data points including CAASPP, MAP and other Dashboard indicators. It allows us to find multiple data points in one place and filter the data to look at different subgroups. While this tool is useful for all students, it is especially helpful in tracking data for our low-income (SED) students, foster/homeless youth, and English learners. Because some of our student populations are so small, we cannot always gather the public data (due to confidentiality) and ParsecGO allows us to view data for these subgroups that are small.</p> <p>Scope: LEA-wide</p>	<p>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>	
<p>2.12</p>	<p>Action: A-G Courses: Current, Culturally Relevant Curriculum</p> <p>Need: National data and a growing professional community has shown that English learners acquire greater English proficiency when curriculum is culturally responsive. Best practice also shows that relevant and updated curriculum engages students more. Our data shows that our Low Income students perform lower academically.</p> <p>Scope: LEA-wide</p>	<p>While all students will benefit from curriculum that is relevant, modern and inclusive of all cultures, we believe our English learners will improve their language acquisition faster and our low income students will achieve at higher levels on CAASPP. We expect that replacing our a-g approved high school curriculums will ultimately lead to increased language acquisition, higher ELPAC scores and higher ELPI rates. We expect that our low income students will perform better academically and on college/career readiness indicators.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>2.12, 2.13, 2.15</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students to become College and Career Ready is necessary for all students.</p> <p>Scope: LEA-wide</p>		
2.16	<p>Action: Scoir</p> <p>Need: Parent and staff feedback expressed the need for students to be able to explore and understand post-secondary opportunities aligned to their personalized interests and skills, especially SwD and SED. Requests for aptitude tests and teaching learning around resume building, the job application process, and professional interviews were also made via survey and the two-minute conversation campaign.</p> <p>Scope: LEA-wide</p>	<p>By utilizing Naviance, 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 Naviance program, students will be able to take aptitude tests, explore various college and career options, and learn how to build resumes, apply for jobs/programs, and participate in successful interview processes.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	2.13
2.19	<p>Action: Beyond</p> <p>Need: Unduplicated student groups achieve below our overall student population on the CAASPP in ELA and Math, with significant equity gaps. On parent and staff feedback surveys, we learned that many of our unduplicated families who homeschool have limited resources and parent-teachers are balancing work and</p>	<p>By providing increased access to ELA and Math support/intervention and enrichment opportunities through a fifth onsite day of learning, we hope students will get the support needed to achieve at higher levels and close 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

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>homeschooling. There were multiple requests for more support on homeschool days including academic intervention in ELA and Math and enrichment for student engagement.</p> <p>Scope: LEA-wide</p>		
<p>3.7</p>	<p>Action: Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils</p> <p>Need: In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. The Chronic Absenteeism DFS for all students was 15.2%, and the SwD subgroup was also placed in the “red” or lowest performance category, requiring a specific action/service for improvement. While chronic absenteeism rates have improved, the actions to address them will remain in the LEA's LCAP for continued improvement and ongoing maintenance.</p> <p>Scope: LEA-wide</p>	<p>As an independent study charter school, JCS-Manzanita 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 FHY, SwD, SED, and EL students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.2, 3.3</p>
<p>3.12</p>	<p>Action: Parent Engagement & Communication</p> <p>Need:</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</p>	<p>3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>On parent surveys and at family events, the participation rate for underrepresented and unduplicated pupils is very low, and we struggle to secure parent representation on our School Site Council from our student subgroups.</p> <p>Scope: LEA-wide</p>	<p>will focus on asking for their opinions and feedback, listening, and following up with feedback about how their voices are valued and used to inform school decision making. While the time and tools to facilitate this increase in parent engagement are focused on SwD and unduplicated students, we will carry out the action for all students. Through this action, we will better inform our school decision-making processes with more consideration for the needs of SwD, SED, ELs, and FHY and increase parent engagement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
3.16	<p>Action: Meals (NSLP)</p> <p>Need: An equity analysis of the attendance and chronic absenteeism rates revealed that the school has higher rates of chronic absenteeism within FHY, SwD, and EL subgroups. Additionally, our SED and SwD population have significant equity gaps in academic achievement.</p> <p>Scope: LEA-wide</p>	<p>We hope providing two meals/day with better allow us to meet the basic needs of our students and result in increased engagement and achievement.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	3.1-3.10
3.18	<p>Action: Expanded Learning</p> <p>Need:</p>	<p>By providing this action/service, we hope to more closely meet the needs of SED and FHY families and increase school engagement. We also hope</p>	3.9, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our SED and FHY populations face unique challenges and, based on partner feedback, could greatly benefit from expanded learning opportunities including an after-school care program and increased enrichment with educational partners. Additionally, feedback from parents has indicated that access to extended care is necessary to choose JCS-Manzanita and remain enrolled in the school.</p> <p>Scope: LEA-wide</p>	<p>these services will result in increased student retention for SED, FHY, and all students.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	
<p>3.20</p>	<p>Action: Perfect Attendance Awards for SwD and Unduplicated Students</p> <p>Need: In 2023, JCS-Manzanita was placed in the “orange” performance level for status and change on the Chronic Absenteeism indicator on the CA Schools Dashboard. Although the Chronic Absenteeism rate improved in 2024 for all students and subgroups, there are still equity gaps for unduplicated pupils, SwD, and Hispanic students.</p> <p>Scope: LEA-wide</p>	<p>By promoting and incentivizing perfect attendance each Learning Period (approximately 20 days), we hope to motivate students to take accountability for work completed and daily engagement. This will decrease chronic absenteeism rates.</p> <p>Note: While this action is designed and intended to support unduplicated pupils and promote equity, it will be available to all students within the LEA.</p>	<p>3.2, 3.3</p>

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
1.4	<p>Action: ELD Curriculum and Materials</p> <p>Need: In 22/23, only 74% of continuing 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.</p> <p>Scope: 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>	1.3, 1.6
2.8	<p>Action: EL Coordinator & ELD Teacher</p> <p>Need: The LEA's EL population is increasing, and their needs are diverse, representing several languages with varying levels of proficiency. Additionally, internal testing data for the EL populations highlights equity gaps in ELA and math.</p>	<p>To make sufficient progress toward English Language proficiency, students need embedded and designated instruction along with at-home support. An EL Coordinator is necessary to track English Learners within the LEA, communicate with families about progress, support and direct teachers of record, replenish ELD curriculum, and evaluate the effectiveness of our program. EL Teacher(s) will support EL students by delivering twice weekly online designated instruction focused</p>	2.11-2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>3.6</p>	<p>Action: FHY Liaison</p> <p>Need: Our FHY face unique challenges and need increased support to achieve equitable student outcomes.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By continuing to complete a needs assessment of the supports we offer to FHY based on their unique needs, we 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>3.17</p>	<p>Action: EL Parent Engagement</p> <p>Need: The LEA's EL population is increasing, and their needs are diverse, representing several languages with varying levels of proficiency. Internal testing data for the EL populations highlights equity gaps in ELA and math. Additionally, we rarely received a sufficient number of responses from EL parents on surveys, and we have been unable to recruit an EL parent or student representative on our School Site Council.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>By designating staff to focus their attention and support on our English Learners and their needs, while building relationships with their parent-teachers, we 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>

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

Additional Concentration Grant Funding

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

N/A

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

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	\$2,567,122	267,310	10.413%	0.000%	10.413%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$663,600.00	\$38,000.00	\$0.00	\$58,050.00	\$759,650.00	\$431,000.00	\$328,650.00

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	\$5,000.00	\$45,000.00	\$50,000.00				\$50,000.00	
1	1.3	Physical Education	All	No			All Schools	Ongoing	\$70,000.00	\$0.00	\$70,000.00				\$70,000.00	
1	1.4	ELD Curriculum and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.5	Technology, Internet, and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,000.00	\$1,000.00			\$10,000.00	\$11,000.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.7	Physical Safety	All	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.8	Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$5,000.00	\$5,000.00	\$10,000.00				\$10,000.00	
1	1.9	Professional Development - Induction	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$14,450.00			\$5,550.00	\$20,000.00	
1	1.10	Williams Act	All	No			All Schools	Ongoing (3 years of monitoring)	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								from 2025 - 2028)								
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.4	ELA and Math Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
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	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.10	High School Counselor	All	No			All Schools	Ongoing	\$12,000.00	\$0.00	\$12,000.00				\$12,000.00	
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	\$15,000.00	\$5,000.00	\$20,000.00				\$20,000.00	
2	2.13	High School Electives	All	No			All Schools	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.14	College Course Credit Access	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	

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	2.15	CTE Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.16	Scoir	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.17	WASC Accreditation & Membership	All	No			All Schools	Ongoing	\$0.00	\$1,300.00	\$1,300.00				\$1,300.00	
2	2.18	Special Education Programming	Students with Disabilities	No			All Schools	Ongoing	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
2	2.19	Beyond	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$70,000.00	\$30,000.00	\$100,000.00				\$100,000.00	
3	3.1	Leader in Me	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.2	HSA & SEL Support Services	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.3	PD - SEL & Engagement	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.4	Online Safety: Securly	All	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.5	Arts & Music Programing	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		Ongoing	\$0.00	\$10,250.00	\$10,250.00				\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$13,000.00	\$15,000.00				\$15,000.00	
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	\$12,000.00	\$12,000.00				\$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	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	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.12	Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,000.00	\$4,000.00	\$6,000.00				\$6,000.00	
3	3.13	Enrollment	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
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	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.16	Meals (NSLP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.17	EL Parent Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
3	3.18	Expanded Learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$7,500.00			\$42,500.00	\$50,000.00	
3	3.19	CAASPP Video Score Reports	All	No			All Schools	Ongoing	\$0.00	\$300.00	\$300.00				\$300.00	
3	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,000.00	\$1,000.00	\$5,000.00				\$5,000.00	
3	3.21	Standards-Based Report Card	All	No			All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	

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
\$2,567,122	267,310	10.413%	0.000%	10.413%	\$421,550.00	0.000%	16.421 %	Total:	\$421,550.00
								LEA-wide Total:	\$328,300.00
								Limited Total:	\$93,250.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	TK-8 Standards-aligned Curriculum & Materials	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
1	1.4	ELD Curriculum and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,000.00	
1	1.5	Technology, Internet, and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.8	Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	LEA-wide	Low Income	All Schools	\$30,000.00	
2	2.2	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	\$3,000.00	
2	2.3	Tier II Instructional Support in ELA & Math	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
2	2.4	ELA and Math Tutoring	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Beyond SST	Yes	LEA-wide	Low Income	All Schools	\$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	\$3,000.00	
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	\$4,000.00	
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	\$1,500.00	
2	2.19	Beyond	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.6	FHY Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		\$10,250.00	
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.12	Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.16	Meals (NSLP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.17	EL Parent Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
3	3.18	Expanded Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$7,500.00	

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	3.20	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,019,950.00	\$903,950.00

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	\$50,000.00	\$50,000
1	1.3	Physical Education	No	\$5,000.00	\$3,000
1	1.4	ELD Curriculum and Materials	Yes	\$2,000.00	\$3,000
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$12,000.00	\$10,000
1	1.6	Technology Support	No	\$20,000.00	\$15,500
1	1.7	Physical Safety	No	\$30,000.00	\$30,000
1	1.8	Programs and Services	Yes	\$10,000.00	\$10,000
1	1.9	Professional Development - Induction		\$20,000.00	\$24,000
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	\$30,000.00	\$30,000
2	2.2	NWEA MAP	Yes	\$3,000.00	\$700

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	\$100,000.00	\$50,000
2	2.4	ELA and Math Tutoring	Yes	\$10,000.00	\$10,000
2	2.5	Beyond SST	Yes	\$2,000.00	\$300
2	2.6	Collaboration with SELPA	No	\$2,500.00	\$2,500
2	2.7	SwD Professional Development	No	\$500.00	\$500
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000
2	2.9	ParsecGo	Yes	\$900.00	\$500
2	2.10	High School Counselor	No	\$10,000.00	\$14,000
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	\$5,000
2	2.14	College Course Credit Access	Yes	\$4,000.00	\$4,000
2	2.15	CTE Access	Yes	\$2,000.00	\$5,200
2	2.16	Naviance	Yes	\$500.00	\$1,650

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	2.17	ACCESS	No	\$150,000.00	\$150,000
2	2.18	ACHIEVE	No	\$90,000.00	\$85,000
2	2.19	Learning Acceleration	Yes	\$80,000.00	\$80,000
3	3.1	Leader in Me	No	\$20,000.00	\$20,500
3	3.2	HSA & SEL Support Services	No	\$5,000.00	\$700
3	3.3	PD - SEL & Engagement	No	\$10,000.00	\$5,000
3	3.4	Online Safety: Securly	No	\$3,500.00	\$2,000
3	3.5	Arts & Music Programing	No	\$35,000.00	\$20,000
3	3.6	FHY Liaison	Yes	\$10,250.00	\$10,250
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	\$5,000.00	\$10,000
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	\$10,500
3	3.10	Family Events	No	\$2,000.00	\$1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Student Recognition and Incentives	No	\$5,000.00	\$1,000
3	3.12	Parent Engagement & Communication	Yes	\$5,000.00	\$5000
3	3.13	Enrollment	No	\$15,000.00	\$15,000
3	3.14	Retention	No	\$5,000.00	\$5,000
3	3.15	PD-Leadership	No	\$20,000.00	\$2,000
3	3.16	Meals (NSLP)	Yes	\$5,000.00	\$10,000
3	3.17	EL Parent Engagement	Yes	\$90,000.00	\$90,000
3	3.18	Expanded Learning	Yes	\$50,000.00	\$50,000
3	3.19	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	\$5,000.00	\$5,000
3	3.20	CAASPP Video Score Reports	No	\$300.00	\$150
3	3.21	Standards-Based Report Card	No	\$2,500.00	\$0

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)
\$357,838	\$470,650.00	\$429,600.00	\$41,050.00	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	\$50,000.00	\$50,000		
1	1.4	ELD Curriculum and Materials	Yes	\$2,000.00	\$3,000		
1	1.5	Technology, Internet, and Instructional Materials	Yes	\$2,000.00	\$0		
1	1.8	Programs and Services	Yes	\$10,000.00	\$10,000		
2	2.1	PD & PLCs - Collaborative Tier I Practices for Academic Outcomes	Yes	\$30,000.00	\$30,000		
2	2.2	NWEA MAP	Yes	\$3,000.00	\$700		
2	2.3	Tier II Instructional Support in ELA & Math	Yes	\$100,000.00	\$50,000		
2	2.4	ELA and Math Tutoring	Yes	\$10,000.00	\$10,000		
2	2.5	Beyond SST	Yes	\$2,000.00	\$300		
2	2.8	EL Coordinator & ELD Teacher	Yes	\$30,000.00	\$30,000		
2	2.9	ParsecGo	Yes	\$900.00	\$500		
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	\$5,200		
2	2.16	Naviance	Yes	\$500.00	\$1650		
2	2.19	Learning Acceleration	Yes	\$80,000.00	\$80,000		
3	3.6	FHY Liaison	Yes	\$10,250.00	\$10,250		
3	3.7	Student Engagement: Absenteeism & Attendance for SwD & Unduplicated Pupils	Yes	\$5,000.00	\$10,000		
3	3.12	Parent Engagement & Communication	Yes	\$5,000.00	\$5,000		
3	3.16	Meals (NSLP)	Yes	\$5,000.00	\$10,000		
3	3.17	EL Parent Engagement	Yes	\$90,000.00	\$90,000		
3	3.18	Expanded Learning	Yes	\$4,000.00	\$4,000		
3	3.19	Perfect Attendance Awards for SwD and Unduplicated Students	Yes	\$5,000.00	\$5,000		

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)
\$2,678,890	\$357,838	0%	13.358%	\$429,600.00	0.000%	16.036%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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