LCFF Budget Overview for Parents

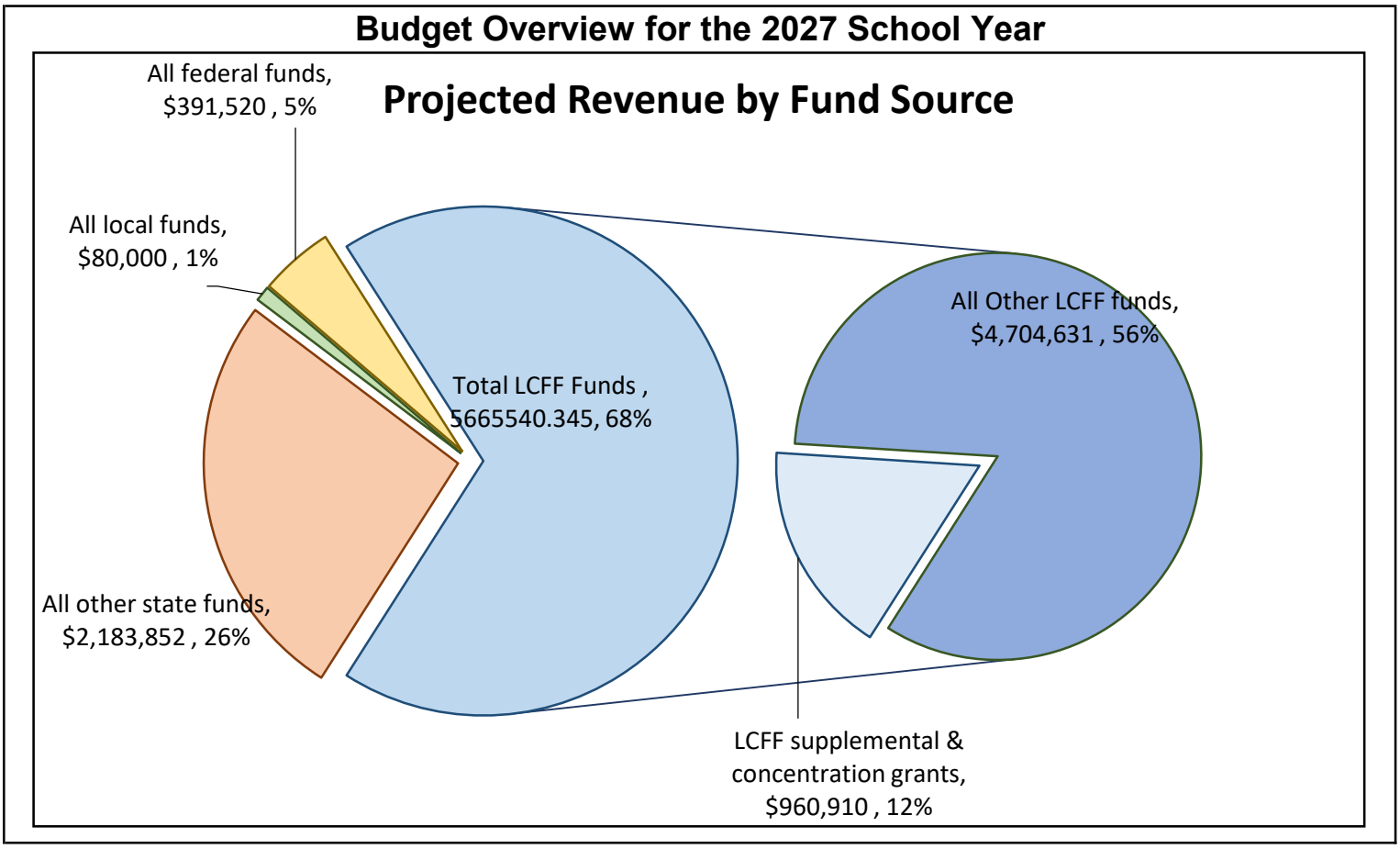
Local Educational Agency (LEA) Name: Julia Lee Performing Arts Academy

CDS Code: 33103300137851

School Year: 2027

LEA contact information: Name:Tanya Lee-Taylor, Executive Director Phone: (951) 595-4500

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).

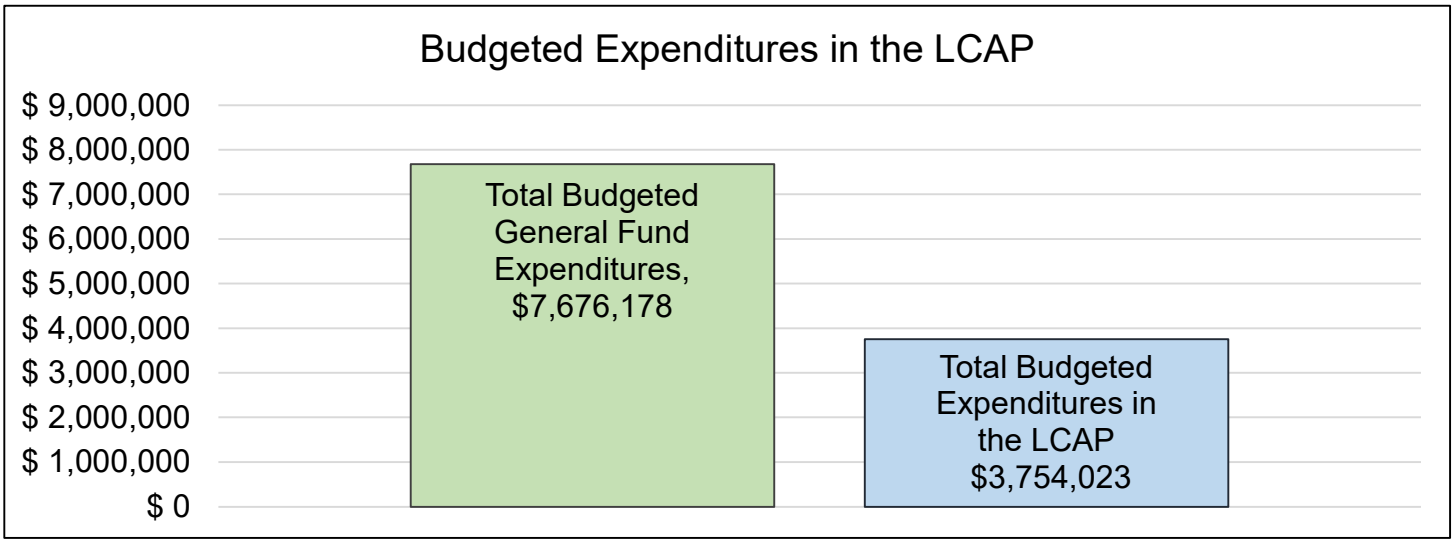


This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julia Lee Performing Arts Academy is $8,320,912.99, of which $5,665,540.34 is Local Control Funding Formula (LCFF), $2,183,852.29 is other state funds, $80,000.00 is local funds, and $391,520.35 is federal funds. Of the $5,665,540.34 in LCFF Funds, $960,909.58 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 Julia Lee Performing Arts Academy plans to spend for 2,027. 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: Julia Lee Performing Arts Academy plans to spend $7,676,178.30 for the 2,027 school year. Of that amount, $3,754,023.00 is tied to actions/services in the LCAP and $3,922,155.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

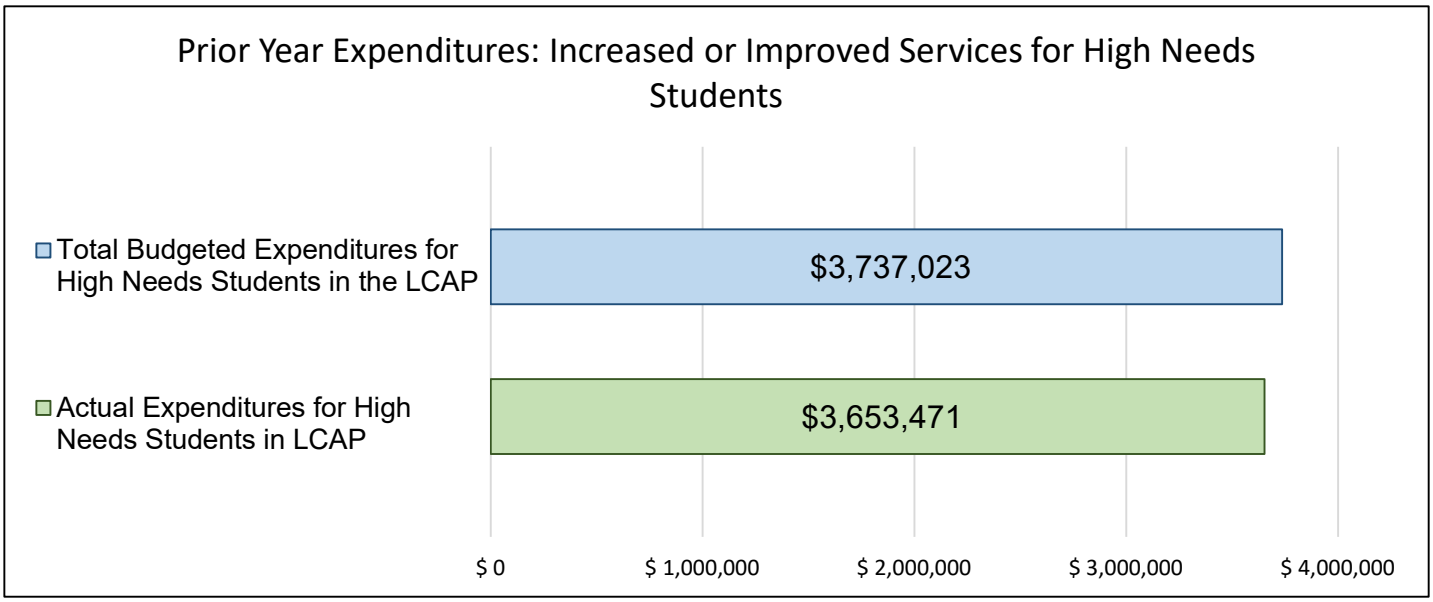
The additional expenses that are not included in the LCAP are expenses related to overhead, like , bank charges, financial management, authorizer oversight fee and others, and also facility charges like rent, utilities, repairs, communications, postage and many others.

Increased or Improved Services for High Needs Students in the LCAP for the 2027 School Year

In 2,027, Julia Lee Performing Arts Academy is projecting it will receive $960,909.58 based on the enrollment of foster youth, English learner, and low-income students. Julia Lee Performing Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Julia Lee Performing Arts Academy plans to spend $3,679,423.00 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 2026



This chart compares what Julia Lee Performing Arts Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Julia Lee Performing Arts Academy 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 2026, Julia Lee Performing Arts Academy's LCAP budgeted $3,737,023.00 for planned actions to increase or improve services for high needs students. Julia Lee Performing Arts Academy actually spent $3,653,471.00 for actions to increase or improve services for high needs students in 2026. The difference between the budgeted and actual expenditures of $83,552.00 had the following impact on Julia Lee Performing Arts Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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
Julia Lee Performing Arts Academy	Rachel Thomas	RThomas@jlpaaschool.org/951-595-4500

Plan Summary 2026/2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Julia Lee Performing Arts Academy (JLPAA) is a public charter school located in Lake Elsinore, California, now in its seventh year of operation. Authorized by the Riverside County Office of Education, JLPAA serves students from Transitional Kindergarten through 8th grade across Lake Elsinore, Wildomar, Temecula, Murrieta, Menifee, Perris, and neighboring areas within the Inland Empire. The academy offers a distinctive educational program that blends performing arts with college preparatory academics, fostering the academic, artistic, and social growth of every student.

JLPAA's mission is to nurture independence, cooperation, responsibility, creativity, and a lifelong love of learning and the arts. The school prepares students not only for continued academic success but also for meaningful contributions to their communities.

Since its inception, JLPAA has grown steadily by adding one grade level each year, most recently expanding to include 8th grade. In July 2020, the academy was granted a five-year charter renewal, extending its term through the 2026–2027 school year. During the 2022–2023 academic year, JLPAA launched the "Rising Stars" After School Extended Learning Program, which quickly gained recognition for its impact. Over 100 students participated in a school-wide competition, with seven advancing to the California Invention Convention. Of those, two were selected to compete at the 2025 Raytheon Technologies Invention Convention in Michigan. Notably, more than 57.5% of participants were eligible for Free or Reduced-Price Lunch.

JLPAA's holistic approach to education is further demonstrated by its commitment to student well-being. All students, including those in the "Rising Stars" program, receive nutritious meals, including breakfast, lunch, and snacks, ensuring that their physical needs are met alongside their academic and creative development.

Reflections: Annual Performance

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

Julia Lee Performing Arts Academy has demonstrated measurable progress across several key performance indicators, as reflected in recent school performance data. The academy experienced a 3.0% increase in mathematics proficiency growth, indicating continued progress toward improving student academic outcomes in mathematics achievement. Additionally, chronic absenteeism decreased by 9.1%, reflecting the school's ongoing efforts to improve student attendance, engagement, and school connectedness. Suspension rates also declined by 0.5%, demonstrating continued implementation of positive school climate and student support practices.

Although the school experienced a 16% decline in English Language Arts (ELA) proficiency, the academy responded proactively by implementing targeted intervention strategies, including intensive after-school reading and literacy support programs designed to accelerate student achievement and address identified learning gaps.

The academy also met performance standards in key local indicators, including Basics: Teachers, Instructional Materials, and Facilities, demonstrating the school's commitment to maintaining qualified instructional staff, appropriate educational resources, and safe learning environments. In addition, the school has continued to strengthen family and parent engagement efforts, as reflected in positive responses from local climate and stakeholder surveys.

These outcomes reflect the academy's ongoing commitment to academic achievement, whole-child development, equitable educational opportunities, and continuous improvement through data-informed decision-making and targeted student supports.

Learning Recovery Emergency Block Grant (LREBG) funds are being utilized to support the implementation of Goals 1.1, 1.4, 1.7, and 2.5 through expanded academic interventions, literacy support services, student engagement initiatives, and programs designed to address learning recovery and student achievement needs.

Julia Lee Performing Arts Academy will implement an early literacy and reading support program for UPK students designed to strengthen foundational reading skills, language development, phonemic awareness, vocabulary acquisition, and early comprehension. The program will include small-group literacy instruction, evidence-based reading interventions, arts-integrated literacy activities, and family literacy engagement opportunities to support school readiness and long-term academic success. (Goal 1)

Reflections: Technical Assistance

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

N/A

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

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

Resilient Kids; Raising Highly Capable Kids. https://www.rezilientkidz.com/raising-highly-capable-kids/	Raising Highly Capable Kids (RHCK) is a 13-week evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The CSU Summer Algebra Institute (SAI) is a four-to five-week in-person math enrichment program for rising 8th – 12th grade students. Participants will learn skills and techniques to improve their knowledge of mathematics and quantitative reasoning. The SAI program aligns with CSU's ambitious Graduation Initiative 2025 goals that aim to increase graduation rates for all CSU students while eliminating equity gaps.
The California State University: Summer Algebra Institute https://www.calstate.edu/impact-of-the-csu/community/Pages/summer-algebra-institute.aspx	One primary goal of the program is to positively improve college readiness, particularly in mathematics and quantitative reasoning ability. Credentialed math instructors will teach the course content with EdReady curriculum, an adaptive online application for math readiness that designs a personalized learning path to fill students' knowledge gaps. In addition, students will participate in team learning activities, STEAM projects, "college knowledge" workshops and in-person CSU campus tours.
Learn Fresh / NBA Math Hoops https://www.learnfresh.org/	JLPAA has established a strategic partnership with *Learn Fresh* to implement the **NBA Math Hoops** program, an innovative educational initiative that blends sports and mathematics to deepen students' understanding of key math concepts. Through this engaging, game-based curriculum, students build fluency in arithmetic, data analysis, and problem-solving, while also developing critical skills such as teamwork, decision-making, and strategic thinking. The NBA Math Hoops program is aligned with state math standards and is designed to be both culturally relevant and accessible to diverse learners. It has proven especially effective in reaching students who may be less engaged in traditional math instruction, including socioeconomically disadvantaged students. By leveraging students' interest in basketball and competition, the program increases motivation and reinforces classroom learning in a fun and interactive way. This partnership enhances JLPAA's commitment to equitable academic opportunities by providing all students with access to high-quality supplemental math instruction. It also supports broader LCAP goals related to improving numeracy outcomes, increasing student engagement, and strengthening school-community connections through nationally recognized programming.
Arts School Network https://www.artsschoolsnetwork.org	Julia Lee Performing Arts Academy proudly partners with Arts Schools Network (ASN), a national nonprofit association dedicated to providing leaders and educators in arts schools with quality resources, support, and professional development. Through ASN's annual national conference, our VAPA teachers gain opportunities to meet professional educators, share experiences and ideas, and learn from arts education experts, researchers, and arts leaders through lectures, workshops, and presentations. This partnership ensures our faculty remain connected to a national community of arts educators focused on networking, continuous improvement, and professional development, allowing our teachers to bring best practices, innovative instructional strategies, and renewed creative energy directly back into the classroom for our students.
Technovation https://www.technovation.org/	
Invention Convention https://www.cainventionconvention.org/southern-caic	Julia Lee Performing Arts Academy partners with Invention Convention Worldwide, a K-12 invention education program that teaches students problem-identification, problem-solving, entrepreneurship, and creativity skills while building confidence in invention, innovation, and entrepreneurship for life. Through this partnership, our students engage in a flexible, project-based curriculum aligned to educational standards that empowers them to identify real-world problems and design original inventions to solve them. This hands-on, interdisciplinary approach complements our arts-based instruction by giving students another avenue to express creativity, build critical thinking skills, and develop the confidence to see themselves as innovators and entrepreneurs.
Murrieta Temecula Area Alumnae Chapter (MTAAC) of Delta Sigma Theta Sorority, Inc.	
FCCLA	
Abbott Laboratories, Temecula, CA	
Omega Mu Nu https://www.omegamunu.com/	

	JLPAA is proud to recognize its continued partnership with the Omega Mu Nu Chapter of Omega Psi Phi Fraternity, Incorporated. Chartered in 2018 to serve communities throughout Western and Southwestern Riverside County, the brothers of Omega Mu Nu have remained steadfast partners in supporting our students and school community. Their continued involvement, including assisting with fundraising efforts, volunteering at our annual Field Day, and supporting various outreach initiatives, reflects their fraternity's deep commitment to Manhood, Scholarship, Perseverance, and Uplift. We are grateful for their ongoing dedication to advancing scholarship and school performance among the students we serve, and we look forward to continuing this meaningful partnership for years to come. Julia Lee Performing Arts Academy proudly partners with the Murrieta Temecula Area Alumnae Chapter (MTAAC) of Delta Sigma Theta Sorority, Inc. (MTAAC) is comprised of college-educated women deeply engaged in public service and community development across Riverside and San Bernardino Counties. For the past four years, dedicated members of this chapter have generously given their time to read with our TK-2nd grade students, fostering a love of reading and supporting early literacy development at a critical stage in our students' academic journey. This partnership reflects the sorority's commitment to educational development as one of its Five Point Programmatic Thrusts, and we are deeply grateful for their consistent, hands-on investment in the foundational literacy skills of our youngest learners Julia Lee Performing Arts Academy partners with Technovation, a global nonprofit that equips learners with the skills, support, and opportunities they need to lead in technology and entrepreneurship. Through Technovation Girls, our students work in teams to design app-based technology solutions to a community or global problem and pitch their ideas in a worldwide competition, gaining hands-on experience in coding, artificial intelligence, problem-solving, and entrepreneurship. This partnership reflects our commitment to ensuring our students, particularly our young women, see themselves as capable leaders and innovators in technology, building durable skills in collaboration, leadership, and real-world problem-solving alongside their artistic development. Julia Lee Performing Arts Academy partners with Family, Career and Community Leaders of America (FCCLA) to support our Career and Technical Education (CTE) program. FCCLA is the nation's #1 career preparation and workforce readiness organization for students pursuing careers in Education and Training, Hospitality and Tourism, Arts and Design, Personal Finance, Human Services, and Public Service through Family and Consumer Sciences education. Through this partnership, our students engage in competitive events, community service initiatives, and leadership conferences that develop real-world skills, explore career opportunities, and build college and career readiness. As the only national Career and Technical Student Organization with the family as its central focus, FCCLA reinforces our commitment to preparing students not only as artists, but as future leaders equipped with practical, transferable skills for life and career success. JLPAA is proud to continue its ongoing partnership with Abbott, a global leader in health care and medical innovation headquartered in Abbott Park, Illinois. Through this valued collaboration, Abbott regularly hosts Family Science Night at JLPAA, bringing hands-on, interactive science experiences directly to our students and their families. This partnership reflects JLPAA's commitment to nurturing curiosity and a love of discovery across every subject area, complementing our performing arts focus with rich opportunities in science and innovation. We are grateful for Abbott's continued investment in our students, and we look forward to many more years of inspiring the next generation of scientists, innovators, and thinkers together.

Parent Community	At Julia Lee Performing Arts Academy (JLPAA), parent community involvement is actively encouraged through various initiatives. JLPAA engages educational partners by hosting "Principal's Café" meetings quarterly, providing a platform for open dialogue and collaboration. Additionally, EL (English Learner) parents participate in the school's ELAC (English Learner Advisory Committee) meetings three times a year, influencing decisions and shaping school policies. Parent feedback, including requests for counseling services, is taken seriously, leading to the hiring of a part-time counselor, later expanded to a full-time, licensed position. The counselor delivers class presentations focusing on preventative measures and solutions for student issues. Regular meetings, including Principal's Café sessions and LCAP (Local Control and Accountability Plan) groups, facilitate ongoing communication with parents at each grade level, addressing specific concerns and ideas. Annual parent surveys further gather input to inform school goals and actions, ensuring that parent voices are heard and incorporated into JLPAA's development and improvement efforts.
Arts School Network, CCSA, CAAASA, CABSE, CSDC, NABSE, FCCLA, Invention Education	Educational partners are identified by administrators through participation in conferences and professional development opportunities that support both certificated staff and Career Technical Education (CTE) programs. These opportunities allow administrators to collaborate with educational partners, strengthen professional learning networks, and identify resources that support student achievement and program improvement. .

Insert or delete rows, as necessary.

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

Julia Lee Performing Arts Academy (JLPAA) actively promotes collaboration with its educational partners through a variety of ongoing engagement opportunities. Quarterly "Principal's Café" sessions offer an open forum for dialogue between school leadership and families, while parents also take part in the English Learner Advisory Committee (ELAC), which meets three times annually. These gatherings have empowered families to play an influential role in school decision-making.

In direct response to parent requests for counseling services, JLPAA initially hired a part-time counselor and later expanded the role into a full-time, licensed position. This counselor not only provides individualized student support but also leads classroom presentations focused on managing everyday social and emotional challenges.

Ongoing communication is supported through regular parent meetings, LCAP input sessions, and Principal's Café events, which address both school-wide and grade-level concerns. Annual parent surveys further help shape the school's goals and strategic actions, demonstrating JLPAA's strong commitment to integrating family feedback into its continuous improvement efforts.

Internally, JLPAA fosters inclusive and collaborative decision-making by engaging teachers, staff, and leadership across multiple platforms. These include monthly board meetings, community events, and weekly staff and teacher gatherings. Educators share ideas during full-staff sessions as well as department-level meetings, ensuring a wide range of voices are heard.

In addition, four standing committees, Curriculum, VAPA (Visual and Performing Arts), Health & Safety, and Human Resources, provide structured spaces for meaningful input. These groups meet regularly, and on an as-needed basis, to support thoughtful planning and responsive action, reinforcing the academy's culture of shared leadership and transparency.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	**Each year, students will demonstrate enhanced academic performance.**	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, and 7

An explanation of why the LEA has developed this goal.

JLPAA employs a standards-based curriculum and contemporary instructional approaches to educate students. JLPAA aims for all students to meet or surpass state-set standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1 Grades TK-2 NWEA Test Improvements from fall admin. to spring admin. Grades 3-8 CAASPP improvements for ELA & Math grade wise test score 100% participation	Anticipated growth based on baseline scores in spring and finishing scores in Spring State-established scaled scores 1-4.	Fall 2024 Admin grades TK-2 NWEA fall admin: Reading / Math K136.65 / 139.56 1 155.93 / 160.05 2 172.35 / 175.05 100% Participation Fall 2024 Interim assessment #1 (to align with Q1 Scope and Sequence) Each student score 2 or greater for FiAB and relevant skills (this is based on summative data)	Spring 2025 Grades TK-2 NWEA Reading/ Math K 149.30/ 160.70 1 167.1/ 176.1 2 177.3 / 186.5 Scores from 24-25 Reading/ Math 3rd 2408 2404 4th 2461 2466 5th 2499 2434 6th 2509 2458 7th 2529 2459 8th 2555 2486	Spring 2026 Grades TK-2 NWEA Reading/Math K 150/ 159 1 169/ 174 2 176/ 186 Score from 25-26 Reading/Math 3rd 2386 2398 4th 2439 2454 5th 2519 2457 6th 2522 2480 7th 2498 2458 8th 2543 2499	Spring 2025 Administration Grades TK-2 NWEA Spring Administration. 80% of students achieving at the following: Read / Math K 153.09 / 157.11 1 171.40 / 176.4 2 185.57 / 189.42 Students in grades 3-8 will use their 23/24 CAASPP data to set their 24/25. Each student will see a 20% increase in both math and ELA scores. For the 5th & 8th graders who complete the CAST test during the 24/25 school year, their will be >35% pass rate. 100% participation CAASPP	Differences Reading/ Math K +12.65 / +21.14 1 +11.17 / +16.05 2 +4.95 / +11.47 Growth from 24-25 Reading/ Math 3rd -22 -6 4th -22 -12 5th +20 +23 6th +13 +22 7th -31 -1 8th -12 +13

1.2	Summative ELPAC 100% Participation	ELPAC- 100% Participation	ELPAC- 100% Participation	ELPAC- 100% Participation	ELPAC 100% Participation with areas of increasing appropriately for the following domains based on 2023-2024 scores Reading +7.5% Writing +7.5% Speaking +7.5% Listening +7.5%	0 difference
1.3	Access to standards aligned instructional material & facilities in good repair	100% Materials and Facilities in good repair	100% Materials and Facilities in good repair	100% Materials and Facilities in good repair	100% Materials and Facilities in good repair	0 difference
1.4	Access to reading intervention for all students, to include UPK	Two teachers will participate in reading intensive certificate programs to ensure equity.	Additional teacher received additional reading certification in Orton-Gillingham	Three teachers are certified		One additional teacher received reading intervention training

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

The Julia Lee Performing Arts Academy (JLPAA) demonstrated strong alignment between its planned initiatives and their actual implementation in support of student learning. Key strategies including the use of IXL , NWEA MAP Growth assessments, a standards-based English Language (EL) curriculum, certified EL instructors, increased support for students with disabilities, and expanded general education assistance, with intervention plans were carried out as intended. IXL was effectively embedded into instruction, providing engaging literacy

tools across varied learning settings. NWEA MAP Growth assessments were utilized to monitor student progress and inform individualized teaching. The standards-based EL curriculum ensured academic alignment, while certified EL teachers offered focused language instruction. Enhanced services for students with disabilities and additional general education support promoted both equity and academic achievement. This close alignment between planning and execution highlights JLPAA's commitment to comprehensive student growth.

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.

Julia Lee Performing Arts Academy maintained strong fiscal discipline, staying within 10% of the budgeted allocations outlined in the Local Control Accountability Plan (LCAP). The differences between Budgeted Expenditures and Estimated Actual Expenditures were minimal, reflecting sound financial stewardship. Although slight variations occurred between the Planned and Estimated Actual Percentages of Improved Services, these were primarily due to unexpected circumstances or necessary adjustments during implementation. Despite these minor discrepancies, the academy successfully balanced financial responsibility with the provision of enhanced services, remaining aligned with the broader objectives of the LCAP.

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

During the 2024–2025 school year, Julia Lee Performing Arts Academy achieved significant academic gains through the strategic implementation of Footsteps2Brilliance for TK–5th grade students and IXL for students in grades 6–8. TK–5 students demonstrated notable progress in language development, logic and reasoning, phonics, phonemic awareness, and reading comprehension, achieving proficiency gains ranging from 70% to 89%. Collectively, they logged over 719 hours engaging in literacy-rich activities, including reading books, playing educational games, and completing writing exercises on the Footsteps2Brilliance platform. Through these experiences, students were exposed to over 5 million words, significantly enriching their vocabulary and understanding of complex language structures.

In the upper grades, middle school students showed strong growth using IXL, particularly in the areas of language acquisition and critical thinking. To further promote literacy development, the school hosted a Literacy Night focused on TK–3rd grade families, fostering school-to-home connections and literacy engagement. These initiatives provided educators with valuable insights into student performance, enabling targeted instructional support and advancing progress toward English Language Arts (ELA) proficiency.

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.

No changes were made to planned goals for the 25/26 school year. For 2025/2026 Grades 3-8 used CAASPP Interim Assessment Blocks as formative assessments to guide instruction and prepare students for upcoming summative CAASPP assessments. Designated EL support will still be offered to those students who qualify through ELPAC criteria. NWEA MAP testing will be used for grades K-2 to measure and monitor growth throughout the year.

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

Action # 1.1	Achievement Gap	To address the achievement gap in reading literacy among students, JLPAA will implement a comprehensive plan focusing on two key initiatives: Literacy intervention and IXL, tailored to specific grade levels. JLPAA will also incorporate IXL, an adaptive learning platform that offers personalized practice in various subjects including language arts. By assigning specific reading tasks on IXL, students can work at their own pace, targeting areas where they need improvement. Teachers will monitor students' performance through IXL's tracking system and provide additional support as needed. To enhance the effectiveness of these initiatives, two of our teachers have participated in a professional development program with California State University San Diego, focusing on reading instruction. This program will equip teachers with advanced strategies and techniques to address the diverse needs of students and effectively close the achievement gap in reading literacy that will be shared with all teachers. By combining these approaches, the school aims to provide targeted support to students at different grade levels, foster a culture of literacy, and ultimately narrow the achievement gap in reading proficiency. iReady Our RTI reading coach's and RTI math intervention and lead teachers and administration will significantly enhance student academic outcomes by providing targeted support and specialized instruction in reading skills in grades 3rd through 6th. Our reading coach will work closely with teachers and students to improve literacy instruction and outcomes. Our coach will model effective teaching strategies and provide resources that can be integrated into the classroom. This intervention is designed to meet student's unique needs, helping struggling readers catch up and excel. By offering personalized support, reading intervention can boost students' confidence and motivation, leading to improved reading proficiency and overall academic performance. JLPAA also, offred after-school reading and writing for grades 3rd through 5th grade. JLPAA added additional math support for 7th and 8th grade instruction. Orton-Gillingham practices increase early literacy development, language acquisition, and social-emotional growth for Universal	$185,000 (LREBG)	[Yes]

		Prekindergarten (UPK) students through targeted instructional support, early intervention strategies, and expanded classroom learning opportunities.		
1.2	NWEA-MAP-The Growth Assessment	To enhance student growth and academic progress, JLPAA will implement a strategic plan utilizing the Growth Assessment tool NWEA-MAP (Northwest Evaluation Association - Measures of Academic Progress), in conjunction with Interim Assessments. NWEA-MAP offers a comprehensive approach to assessing student learning by providing real-time data on academic achievement and growth. Through adaptive testing, it precisely measures students' skills in math, reading, and language usage. This data will help our teachers to pinpoint each student's instructional level and personalize learning experiences accordingly. In the implementation plan, JLPAA will schedule regular NWEA-MAP assessments at key intervals throughout the academic year to track student growth longitudinally (K-2; 3 times per year) (3-8; one per year). Our teachers will use the detailed reports generated by NWEA-MAP to identify areas of strength and areas needing improvement for individual students and the class as a whole. Complementing NWEA-MAP, interim assessments will serve as checkpoints between the main NWEA-MAP assessments, providing valuable insights into student progress and learning trends. These assessments will be aligned with specific curriculum milestones and standards to ensure that instruction remains targeted and effective. Professional development sessions will be organized to train teachers in interpreting NWEA-MAP data effectively and utilizing interim assessments to inform instructional planning. By empowering teachers with the tools and knowledge to leverage assessment data, JLPAA will create a culture of data-driven decision-making focused on student growth. Through the strategic integration of NWEA-MAP and interim assessments, JLPAA aims to foster continuous improvement, identify areas for intervention, and celebrate student successes. This holistic approach to assessment and data analysis ensures that every student receives the support and resources needed to thrive academically.	$ 95,600	[Yes]

1.3	Standard Based EL Curriculum / Certificated Staff	Implementing a standards-based English Language (EL) curriculum, delivered by both certificated EL teachers and certificated general education teachers, will continue to strengthen students' language proficiency and overall academic performance. The Standards-Based EL Curriculum will provide a structured framework aligned with state and national language standards. HMH English 3D curriculum will ensure that students receive targeted instruction in essential language skills such as reading, writing,speaking, and listening, while also integrating content knowledge across various subject areas. By adhering to established standards, students will have clear learning objectives and benchmarks, facilitating focused instruction and assessment. JLPAA's Certificated EL Teacher brings a specialized training and expertise in teaching English language learners. With the teachers deep understanding of language acquisition theories, instructional strategies, and cultural responsiveness, our EL teacher will continue to effectively support EL students in developing English language proficiency. The teacher will provide differentiated instruction tailored to students' language proficiency levels, scaffold learning tasks, and implement language development strategies across the Cengage and National Geographic curriculum. JLPAA's Certificated Teachers, on the other hand, play a crucial role in delivering content instruction while also supporting language development. The collaboration with our Certificated EL Teacher, general education teachers will implement instructional practices that promote language-rich environments and provide meaningful opportunities for language practice within the context of academic content. This collaboration ensures that our English learners receive integrated language and content instruction, facilitating their academic success across all subject areas.	$ 1,338,833	No

1.4	Increased Teacher Support for the SWD	To further strengthen outcomes for all learners, JLPAA is expanding support for students with disabilities (SWD). Increased teacher capacity through specialized training and the strategic placement of appropriately credentialed educators will significantly enhance academic success for SWD. This initiative includes professional development for teachers and administrators, the addition of SPED paraeducators, access to specialized instructional materials, and sustained collaboration with special education experts. These efforts foster inclusive, differentiated learning environments where diverse needs are met, ensuring that every student has equitable opportunities to thrive. Additional credential SPED teacher and SPED intern added	$393,900 (LREBG)	Yes
1.5	Special Education Assessments/ Special Education Support	Julia Lee Performing Arts Academy is committed to providing additional special education support to ensure all students have equitable access to a high-quality, arts-integrated education. Special education assessments play a crucial role in shaping student success by identifying each student's unique learning needs, strengths, and challenges, allowing educators and parents to develop personalized IEPs tailored to their requirements. This individualized approach ensures students receive appropriate accommodations, improves academic performance and engagement, and promotes a more inclusive and supportive school environment for all learners. .	$130,000	Yes

1.6	Academic technology / Support/ Resources	Academic technology and support with a focus on unduplicated students, those who are English learners, foster youth, and low-income, can significantly enhance their academic outcomes here at JLPAA. By integrating technology into the classroom, JLPAA can provide personalized learning experiences that cater to the diverse needs of our students. Technology tools such as adaptive learning platforms, digital resources, and interactive software allow for differentiated instruction, helping to bridge learning gaps and reinforce concepts at an individualized pace. These tools can offer real-time feedback, engaging multimedia content, and additional practice opportunities that are tailored to each student's proficiency level and learning style. IXL added Support systems, including access to tech devices, tech experts, reliable internet, and training for students and staff, ensure that unduplicated students can fully benefit from these technological resources. Additionally, academic support services like tutoring, mentoring, and after-school programs will provide the extra assistance and encouragement needed for our students to succeed, academic software as well. Emphasizing academic technology and support for unduplicated students helps address educational inequities, fosters engagement, and promotes better academic performance. By leveraging these tools and resources, JLPAA will continue to create a more inclusive and effective learning environment that empowers all students to achieve their full potential.	$118,000	[Yes]

1.7	Additional General Education Paraeducators	To support differentiated instruction and increase academic achievement for all students, particularly socioeconomically disadvantaged students and SWD, JLPAA continues to invest in additional general education paraeducators. These staff members provide critical in-class support by assisting with classroom management, delivering one-on-one and small group instruction, and reinforcing academic concepts. Their presence allows credentialed teachers to focus more effectively on individualized instruction and intervention strategies aligned with student needs. Paraeducators also help identify and address learning gaps early, ensuring that students receive timely academic interventions. For students facing economic hardship, this additional support helps mitigate barriers to learning by increasing their access to consistent academic assistance during the school day. These efforts contribute to improved student engagement, comprehension, and overall academic performance. This action also fosters inclusive practices by supporting students with disabilities in accessing the general education curriculum in the least restrictive environment. By promoting equitable access to high-quality instruction, JLPAA ensures that all students, regardless of background or ability, are supported in meeting or exceeding grade-level standards.	$395,000 (LREBG)	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
Goal #2	**A full range of resources that assist both academic and social/emotional learning will be available to all students.**	**Broad Goal**

State Priorities addressed by this goal.

1, 5, 7, & 8

An explanation of why the LEA has developed this goal.

This goal provides a comprehensive support system that promotes sound academic and social-emotional learning to ensure holistic development and success for our students. This approach recognizes that academic achievement and emotional well-being are interconnected and equally important for a student's overall growth. By addressing both areas, JLPAA continues to create a nurturing environment that supports diverse learning needs, enhances student engagement, reduces behavioral issues, and prepares students for future challenges. This goal reflects the school's commitment to fostering resilient, well-rounded individuals who are equipped with the skills and mindset necessary for lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Mental Health/ Social Emotional Learning	1 Session of professional development took place FY 2023-2024	1 Session of SEL training and one teacher and one support staff attended SEL training with RCOE. All staff attended ongoing training for PBIS	1 Session of SEL training and one teacher and one support staff attended SEL training with RCOE. All staff attended ongoing training for PBIS	Teachers will attend MTSS and PBIS sessions utilizing SELPA and resources offered by RCOE	0
2.2	Curriculum Core and VAPA	All students will take 1 dance and choir class. 100% of all students have access to the standards aligned curriculum, new textbooks etc. were purchased to address the needs of EL, Unduplicated, SPED	All students will take 1 dance and choir class. 100% of all students have access to the standards aligned curriculum, new textbooks etc. were purchased to address the needs of EL, Unduplicated, SPED	All students will take 1 dance and choir class. 100% of all students have access to the standards aligned curriculum, new textbooks etc. were purchased to address the needs of EL, Unduplicated, SPED	All students will have continued access to standard based core curriculum & VAPA program	0
2..3	Visual Arts	All students were given access to a visual art program	All students were given access to a visual art program	All students were given access to a visual art program	All students will have continued access to standard based corecurriculum & VAPA program	[Insert current difference from baseline here]

2.4	Increased student attendance	Increases ATSI review: SPED students-98.03% EL students-95.9% Black students-98.4% **Low Income -94.5%** All students-94.56%	SPED Students 96.1 EL Students 95.6 Black Students 96.9 Low Income 96.92 All Students 96.62	SPED Students 93.6 EL Students 96.2 Black Students 96.1 Low Income 93.7 All Students 95.05	Increase all students to 98%	Difference -2.5 -0.3 -0.8 -3.2 -1.57
2.5	Extended Learning	Over a third of JLPAA students attend extended learning after school or summer session	JLPAA continues to have over a third of JLPAA students attend extended learning after school or summer session	JLPAA continues to have over a third of JLPAA students attend extended learning after school or summer session	Increase student extended learning to more than half of the JLPAA population throughout the school year	0 difference

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

The overall implementation of Goal 2 proceeded as planned, with key strategies such as the addition of an attendance clerk and the introduction of an independent study teacher contributing to improved student attendance. These measures supported the goal's focus on increasing student engagement and access, demonstrating effective execution of the planned actions.

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.

There was no material difference between the budgeted expenditures and the estimated actual expenditures.

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

At JLPAA, a wide range of resources supports both academic achievement and social-emotional development, ensuring all students have equitable access to learning opportunities. The school's targeted goals have led to measurable success, including improved attendance, expanded mental health services, and increased participation in visual arts programs. These ongoing accomplishments are reflected in consistently strong attendance rates and active student involvement across the school community.

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.

No changes were made. What we were able to implement last year, carried over into 24-25, which was, JLPAA implemented several enhancements, including the recruitment of a professional coach and the expansion of after-school, Extended School Year (ESY), and a summer algebra program. Moreover, adjustments were made to metric/priority #2, aiming to elevate overall student attendance to 98%, further reinforced by the introduction of independent study support. This has been successful engagement.

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

Action # 2.1	Mental Health / Social Emotional Learning	At Julia Lee Performing Arts Academy (JLPAA), we prioritize the mental health and social-emotional learning (SEL) of our students through a multifaceted approach that includes physical education, field days, conferences and partnerships with community groups. **Physical Education and Field Days**: Our physical education program and organized field days are designed not only to promote physical health but also to enhance students' social and emotional well-being. Engaging in physical activities helps reduce stress, improve mood, and build resilience. These activities encourage teamwork, cooperation, and the development of interpersonal skills, which are essential components of SEL and each student's academic success. Mile-high before School running for all students and parents. **Partnerships with Community Groups**: Collaborating with local community organizations, such as Care Solace, allows us to provide students with additional resources and support systems. These partnerships can offer workshops, mentorship programs, and extracurricular activities that further enrich our students' social and emotional learning experiences. Access to community resources ensures that students have a broader network of support, promoting a sense of belonging and connectedness. **Desert Mountain SELPA and RCOE Resources**: We also leverage resources from the DM Special Education Local Plan Area (SELPA) and the Riverside County Office of Education (RCOE) to provide targeted support for students with specific needs. These resources include specialized programs, professional development for staff, and access to expert guidance on best practices in mental health and SEL. By integrating physical education, community partnerships, and specialized resources, JLPAA ensures that all students have access to comprehensive support systems that foster both academic success and emotional well-being. Promote student well-being and socio-emotional development through expanded access to mental health services and counseling supports.	$ 98,000	[Yes]

		JLPAA remains committed to supporting the mental health and wellness of all students, recognizing the direct impact of emotional well-being on academic success. To strengthen this commitment, JLPAA has established a partnership with *Tiny Eye*, a virtual teletherapy service that provides accessible counseling support to students who may need additional social-emotional or behavioral health assistance. This partnership enables timely interventions and ensures that students facing emotional or psychological challenges receive consistent, high-quality care, regardless of scheduling or staffing limitations. Also, JLPAA has partnered with the CHYB (Children and Youth Behavioral Health Initiative) grant. The program prioritizes students demonstrating signs of trauma, anxiety, depression, or social adjustment challenges, and aligns with the school's Multi-Tiered System of Support (MTSS). Counseling through Tiny Eye is integrated into the school day, ensuring minimal disruption to instructional time while supporting the development of coping skills, resilience, and emotional regulation.		

2.2	Curriculum: Core and VAPA	At JLPAA, we believe that incorporating visual and performing arts into our curriculum plays a crucial role in fostering the holistic development of our students, leading to greater educational success. **Visual Arts**: Through our visual arts program, students engage in creative expression, which enhances their cognitive abilities, critical thinking, and problem-solving skills. Access to diverse materials and mediums allows students to explore their creativity and develop a deep appreciation for art. This hands-on learning approach nurtures their imaginative capabilities and contributes to a well-rounded education. **Teachers and Professional Development**: We prioritize continuous professional development for our teachers and administrators ensuring they are equipped with the latest strategies and techniques in arts education, which includes attending arts conferences. This empowers our educators to integrate arts effectively into their teaching, creating an enriched learning environment that benefits all students. Added additional teacher support for 5th through 8th grade. **Performances and Productions**: Regular performances and productions provide students with opportunities to showcase their talents and build confidence. Participation in these events helps students develop public speaking skills, teamwork, and discipline. The experience of working towards a common goal in a performance setting reinforces collaboration and perseverance. **Integration and Film**: By integrating visual and performing arts across the curriculum, we create interdisciplinary learning experiences that connect artistic concepts with core academic subjects. This integration helps students see the relevance of their studies in a broader context. Additionally, exposure to film and media arts broadens their understanding of storytelling and visual communication. **Whole Child Development**: Incorporating visual and performing arts supports the whole child by addressing their emotional, social, and intellectual needs. Artistic activities promote self-expression, empathy, and emotional intelligence. These skills are essential for personal growth and academic achievement, helping students to thrive in all aspects of their lives.The inclusion of visual and performing arts at JLPAA ensures	$ 412,840	[Yes]

		that students receive a comprehensive education that prepares them for success both inside and outside the classroom. Gymnastics is also part of JLPAA's expanded enrichment offerings, aimed at fostering physical well-being, discipline, and confidence in students. This program provides students with structured physical activity that promotes strength, flexibility, coordination, and balance all critical to healthy physical development. Beyond physical benefits, gymnastics also supports focus, perseverance, and self-esteem, contributing to overall student well-being		
2.3	Student Engagement /Daily Attendance	JLPAA is making a deliberate effort to increase the attendance rate of all students, with a special focus on supporting low-income students. To achieve this, we have implemented targeted measures including the appointment of an independent study teacher and an attendance clerk. The independent study teacher provides flexible learning options for students who may face challenges attending regular classes, ensuring they remain engaged and on track academically. The attendance clerk monitors attendance patterns, identifies at-risk students, and works closely with families to address barriers to regular attendance. With these dedicated roles, JLPAA aims to achieve an ambitious attendance goal of 98%, fostering a more inclusive and supportive educational environment for all students.	$ 176,250	[Yes]

2.4	PBIS Coordinator	A Positive Behavior Interventions and Supports (PBIS) coordinator at JLPAA will play a crucial role in enhancing student outcomes both behaviorally and academically. By implementing a school-wide PBIS framework, the coordinator will help establish consistent behavioral expectations and positive reinforcement strategies. This approach creates a supportive and structured environment that encourages good behavior and reduces disciplinary issues. Staff will receive professional development to effectively apply PBIS principles, equipping them with the skills to foster positive relationships and manage classrooms more effectively. As a result, students will benefit from a more positive school climate, which supports their academic engagement and achievement, leading to improved overall outcomes. At JLPAA, the utilization of the 5 pillars will structure monthly activities, complemented by regular school-wide meetings either on a monthly or weekly basis. These gatherings serve to reinforce language accuracy and consistency, ensuring alignment with the overarching principles upheld by the institution.	$86,000	[Yes]

2.5	Extended Learning	At JLPAA, a robust array of academic and enrichment resources supports both cognitive and social-emotional development, ensuring equitable access to meaningful learning experiences for all students. This comprehensive approach has led to tangible successes, including improved attendance, enhanced mental health services, and increased student engagement in both visual and performing arts. JLPAA continues to expand innovative programs that foster both academic achievement and student engagement. New initiatives such as the introduction of *World Cup Stacking* for all grade levels have created unique opportunities to develop students' physical coordination, fine motor skills, and cognitive agility. This activity promotes focus, perseverance, and healthy competition. In addition, selected students have the opportunity to qualify for the *national World Cup Stacking competition in Texas*, encouraging excellence and instilling a sense of school pride. To support civic engagement and cultural enrichment, 8th-grade students participate in a culminating educational trip. This experience enhances their understanding of American history and exposes them to historical landmarks and institutions, broadening their academic and cultural horizons beyond the classroom. In alignment with JLPAA's commitment to preparing students for college and careers, the school continues to expand its *Career Technical Education (CTE)* offerings. Ten staff members currently hold a CTE credential, allowing JLPAA to provide industry-relevant instruction across multiple pathways. With support from the *Career Technical Education Incentive Grant (CTEIG)*, these programs offer students early exposure to career exploration and skill-building in high-demand fields. Funding will continue to be used to enhance program quality, increase student access, and integrate real-world applications into core instruction. Extended learning opportunities at JLPAA, such as after-school enrichment classes and structured homework help, continue to provide essential academic support and creative exploration beyond the regular school day. These programs reinforce classroom learning, reduce	$250,000 (LREBG)	[Yes]

		academic stress, and nurture intellectual curiosity. Enrichment classes introduce students to new disciplines and creative outlets, while homework support ensures all students have the tools and guidance needed to succeed. Participation in prestigious national competitions, including the National Invention Convention in Southern California and events at the Henry Ford Museum, and the Global Math Hoops competition, with our partners at Learn Fresh offers students the opportunity to apply their skills in real-world settings. These experiences promote critical thinking, innovation, and confidence, while exposing students to diverse peers and ideas that inspire academic and personal growth. Technovation is another organization that students have access to building technical inventions. Additionally, selected students take part in the CSU Summer Algebra Institute (SAI), a four-to-five-week in-person math enrichment program for rising 8th through 12th graders. This initiative is aligned with CSU's Graduation Initiative 2025, aimed at improving college readiness, increasing graduation rates, and closing equity gaps. Through programs like SAI, JLPAA students gain essential math and quantitative reasoning skills that support their long-term academic trajectories. Collectively, these extended learning and enrichment opportunities contribute to a dynamic, inclusive learning environment that empowers students to thrive academically, socially, and creatively.		

Goal

Goal #	Description	Type of Goal
Goal #3	**Educational partners will advocate and participate in the JLPAA charter school community.**	**Broad Goal**

State Priorities addressed by this goal.

3,5,6 & 8

An explanation of why the LEA has developed this goal.

At JLPAA, a vibrant network of community partnerships plays a vital role in enriching the educational experience and supporting the overall development of students. By actively engaging with the school community, these partners help create a strong, collaborative support system for students and families, contributing to a nurturing and dynamic learning environment.

JLPAA is proud to partner with organizations such as the Dream Center of Lake Elsinore, the City of Lake Elsinore, the Elks Lodge, the VFW, Omega Mu Nu Chapter, HJ Simms, CSU, Regional Employee Benefit Council, Comfort Insurance, CR&R, Wildomar Beautification, the Black Chamber of Commerce, and the Lake Elsinore Chamber of Commerce. Their support comes in many forms—from mentorship and donations to student engagement activities and school beautification projects—each adding tremendous value to the school's mission.

Literacy development is further enhanced by Delta D.E.A.R.S, whose members regularly read aloud to students, fostering a love for reading and language. Meanwhile, Resilient Kids provides parenting workshops that equip families with the tools to raise resilient, confident, and capable children, reinforcing the home-school connection.

These partnerships not only expand access to resources and enrichment opportunities but also uphold JLPAA's commitment to cultivating students' intellectual growth and social-emotional well-being. Together, these collaborations strengthen the foundation of student success and demonstrate the power of community in education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Family Engagement	70% of parents will participate in activities or meetings throughout the school year	70% of parents participated in activities or meetings throughout the school year	85% of parents participated in activities or meetings throughout the school year	70% of parents will participate in activities or meetings throughout the school year	*10% difference
3.2	Engaged ELAC Parent Meetings	JLPAA will conduct two ELAC meetings annually with at least 50% participation	Two ELAC meetings were held with 33% participation. To continue to improve the participation efforts, JLPAA has dual-access format, offering meetings both **in-person and via Zoom**, held in the **evening after 6:00 PM. Two teachers were present at each meeting, including a Spanish-speaking teacher**	Two ELAC meetings were held with 50% participation. To continue to improve the participation efforts, JLPAA has dual-access format, offering meetings both **in-person and via Zoom**, held in the **evening after 6:00 PM. Two teachers were present at each meeting, including a Spanish-speaking teacher**	100% Participation of parents/ guardian in the annual meetings	0% difference
3.3	Parent Educational Workshops	2 workshops held per year for parents to attend on education/ resources	2 workshops held per year for parents to attend on education/ resources	4 workshops held per year for parents to attend on education/ resources (literacy and science with raising highly capable kids	20% Participation from parents	2 difference

3.4	School Climate	Continue to keep at 0% -Suspension Rates -Middle School Dropout -Expulsion Rate	Suspension rate .09 0% 0%	Suspension rate 0.4% 0% 0%	0% Suspension Rates -Middle School Dropout -Expulsion Rate	+.05 0 difference 0 difference

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

Parent engagement is an essential pillar of the Julia Lee Performing Arts Academy (JLPAA) community, playing a critical role in supporting student achievement and strengthening school-home connections. Families are actively involved in a wide range of school events and activities, including parent-teacher conferences, school performances, co-curricular events such as the Invention Convention, World Cup Stacking competitions, local parades, fundraisers, dances, and artistic showcases. Their consistent participation fosters a sense of belonging and reinforces the shared commitment to student success.

JLPAA has significantly increased family engagement through the strategic implementation of roundtable meetings focused on parent workshops and student support services. These gatherings promote open dialogue and collaboration, leading to higher levels of involvement. For example, recent English Learner (EL) meetings saw a rise in participation, with two more families attending compared to previous fall meetings—demonstrating the effectiveness of outreach efforts in engaging a diverse school community.

Furthermore, family involvement in school-wide festivals and community events has grown, showcasing the success of JLPAA's efforts to create a welcoming, inclusive environment. These events not only offer joyful, memorable experiences for families but also deepen their investment in the educational journey of their children.

By fostering these strong family-school partnerships, JLPAA enhances communication, builds trust, and creates a holistic support system that empowers students both academically and socially. Parents, educators, and community partners working together ensure that each child receives the resources, encouragement, and connections they need to thrive.

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.

There are no material differences at this time.

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

At JLPAA, meaningful family engagement and strong community partnerships play a vital role in enriching the educational journey of every student. Through initiatives such as expanded library access, collaboration with organizations like the DELTA sorority, partnerships with public and environmental health agencies, participation in the Riverside County Science Fair, field trips to California State universities, school festivals, and parent workshops, the academy continues to foster a well-rounded, inclusive learning environment.

These efforts extend learning beyond the classroom and deepen students' academic and personal growth. Encouraging families to utilize library resources supports literacy development and cultivates lifelong learning habits at home. Collaborations with organizations such as the DELTA sorority and public health agencies provide students with meaningful, real-world experiences and introduce them to diverse perspectives and potential career pathways in science, health, and community service.

Participation in events like the Riverside County Science Fair and university visits inspires curiosity, builds confidence, and motivates students to envision themselves pursuing higher education. Meanwhile, festivals and parent workshops strengthen the connection between home and school, offering families opportunities to engage actively in their children's education, build relationships with educators, and contribute to a positive school culture.

Altogether, these comprehensive engagement efforts not only enhance academic achievement but also create a strong sense of belonging and support, helping students thrive socially, emotionally, and intellectually.

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.

No changes have been made to the planned goals from prior practice.

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	Family Engagement	At JLPAA, family engagement is a cornerstone of our school culture, and we are proud to foster strong, ongoing partnerships with our families throughout the year. Regularly scheduled Board meetings serve not only to keep families informed about upcoming events and school initiatives but also to provide a meaningful platform for their feedback and ideas. These gatherings strengthen communication and ensure that parents are actively involved in shaping their children's educational experiences. Parents at JLPAA participate enthusiastically in a wide range of school activities, including parades, family festivals, school-wide performances, and hands-on workshops like *Raising Highly Capable Kids*. These events help build a vibrant and inclusive school community where families feel welcomed and empowered. In addition, many parents volunteer on field trips, assist in classrooms, and contribute to special events, playing a direct role in supporting both academic progress and student well-being. Our families will continue to play a vital role in helping prepare students for co-curricular events such as the Invention Convention and World Cup Stacking competitions, technovation and more. Their dedication and partnership not only boosted student participation but also elevated the quality of these experiences. Parents will continue to be an essential part of our Invention Convention team, helping guide students through the process and encouraging innovation, teamwork, and critical thinking. Through their time, energy, and unwavering support, our families are instrumental in creating a collaborative learning environment where students can thrive socially, emotionally, and academically. Their involvement is a key factor in the continued success of our school community.	$13,000	[No]

3.2	English Language Advisory Committee	The English Language Advisory Committee (ELAC) at JLPAA plays a crucial role in supporting the needs of English language learners (ELLs) and their families. This committee brings together parents, teachers, and administrators to collaboratively address the unique challenges faced by ELL students. ELAC provides valuable input on programs, services, and resources that enhance language acquisition and academic success. By offering a platform for parents to share their insights and concerns, ELAC fosters a stronger home-school connection, ensuring that ELL students receive comprehensive support both in and out of the classroom. The committee's efforts help create a more inclusive and equitable educational environment, ultimately promoting the academic and social-emotional growth of all students.	$ 57,600	[Yes]

3.3	Parental Education Workshop	Julia Lee Performing Arts Academy (JLPAA) offers a variety of parent workshops to enhance understanding and engagement in critical educational areas. **Math Workshops**: This session equips parents with strategies to support their children's math learning at home, demystifying complex concepts and providing tools for effective practice for our summer program. (Serving grades 6-8) **Invention Convention**: Workshops for the Invention Convention guide parents on how to foster creativity and innovation in their children, helping them to navigate project requirements and encourage problem-solving skills. **Resilient Kids**: These workshops offer parents insights into raising resilient children, focusing on techniques to build emotional strength, adaptability, and confidence. (13 week course) **ELAC (English Language Advisory Committee)**: ELAC workshops educate parents on how to effectively support English language learners, ensuring they are aware of available resources and best practices for language development and academic success. Through these workshops, JLPAA empowers parents with the knowledge and skills needed to actively participate in their children's education, fostering a collaborative and supportive school community. **Principal Cafe** The Principal Cafe is a recurring meeting held throughout the school year, providing parents and families with the opportunity to connect directly with school leadership in an informal, welcoming setting. During these sessions, parents can voice concerns, ask questions, and receive updates on school happenings, including student achievement data and test scores, ongoing initiatives, and opportunities to participate in the Local Control and Accountability Plan (LCAP) process. Principal Cafe fosters open communication, strengthens the school-family partnership,	$ 4,000	[No]

		and ensures that parent voice remains central to school decision-making and continuous improvement.		
3.4	School Climate Focus Groups	School Climate Focus Survey Groups for parents and students are essential for gathering valuable feedback to enhance the overall learning environment at JLPAA. These survey groups will provide a structured platform for parents and students to voice their opinions, concerns, and suggestions about various aspects of the school climate, including safety, inclusiveness, and academic support. By actively seeking input from these key stakeholders, the school can identify strengths and areas for improvement, ensuring that the educational experience is responsive to the needs of the community it serves. Engaging parents and students in these survey groups also fosters a sense of ownership and partnership in the educational process. When families and students feel that their feedback is heard and valued, they are more likely to be invested in the success of the school. This collaborative approach helps build trust and transparency between the school administration and the community, leading to more effective and meaningful changes. Ultimately, incorporating feedback from School Climate Focus Survey Groups ensures that JLPAA can create a supportive, positive, and thriving school environment that promotes academic excellence and social-emotional well-being for all students.	$0.00	[No]

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$960,910	$80,480

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
21.986%	0%	$0	21.986%

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 #(s)	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
1.1	For the upcoming school year, JLPAA will continue to prioritize support for classroom instruction based on teacher feedback. Educators have indicated a continued need for additional instructional support to enhance direct academic intervention for students who are at risk of not meeting grade-level expectations in English Language Arts, Social Studies, Math, and Science. Continued investment in targeted instructional assistance will help address learning gaps, provide personalized support, and ensure that all students have the opportunity to make meaningful academic progress across core subject areas.	To address this LEA-wide need, the Human Resources department, in partnership with the Tier 1 Instructional Committee, will continue targeted recruitment of qualified individuals who can implement effective differentiated instruction strategies. A key advancement in this effort is the addition of nine classified staff members who now hold Career Technical Education (CTE) credentials. These staff members will play a vital role in providing specialized instruction and academic interventions that meet the diverse learning needs of our students. The integration of credentialed CTE staff enhances our instructional capacity and supports students with hands-on, real-world learning opportunities that reinforce core academic concepts. These professionals will also help bridge academic instruction with career readiness, adding further value to our support strategies. This initiative is designed to significantly increase the percentage of foster youth, English learners, and low-income students meeting grade-level standards on the NWEA MAP assessments and the CAASPP. Because JLPAA serves a high number of students from these groups, implementing this action LEA-wide ensures equitable access to support and maximizes the potential for academic success across the entire student body.	The HR department collects and analyzes data on its recruitment efforts for paraprofessional positions, tracking key metrics such as the number of candidate contacts made, interviews conducted, job fairs attended, and successful new hires. This data-driven approach helps evaluate the effectiveness of recruitment strategies and ensures that staffing efforts are aligned with the goal of providing instructional support for students in need.

1.2	As part of our continued efforts to support academic achievement, an analysis of school-wide NWEA data reaffirmed the need to provide targeted instructional support for students performing below grade level in English Language Arts and Mathematics. The data highlighted that foster youth, English learners, and low-income students were the most in need of this focused intervention. JLPAA remains committed to addressing these achievement gaps through specialized, data-informed strategies that ensure equitable access to high-quality instruction for all students.	As a continued effort to address identified academic needs, JLPAA will offer small group after-school tutoring sessions three days a week. These sessions will focus on targeted support in phonemic awareness, sight word recognition, writing, and solving mathematics word problems through guided practice and direct instruction. This explicit instruction is designed to accelerate growth in foundational skills, particularly for students demonstrating academic deficits. The goal of this continued intervention is to increase the percentage of unduplicated pupils—specifically foster youth, English learners, and low-income students—who meet their individualized NWEA Spring Growth targets in Math, Reading, and Language. These tutoring sessions will supplement, not replace, the Designated English Language Development instruction already provided to English learners, further reinforcing their progress toward grade-level proficiency.	To monitor effectiveness the NWEA data reports are disaggregated by the individual students and growth targets are analyzed for each of the unduplicated students.

1.4	English learners at JLPAA, including long-term English learners, need targeted language development to access grade-level content. This need is greatest for English learners who also have IEPs (dually identified students), who face two distinct barriers: acquiring academic English and the learning needs related to their disability. These students are at higher risk of becoming long-term English learners. Because language needs and disability-related needs can look similar in the classroom, language development is often addressed only through special education supports rather than through targeted ELD.	This action provides language development support designed around the needs of English learners, with specific attention to English learners who have IEPs. Supports are in addition to the specialized instruction and services already required by each student's IEP. Dually identified students receive designated ELD matched to their ELPAC level. All staff, including general education and special education teachers, receive professional learning in integrated ELD strategies and in distinguishing language needs from disability-related needs. ELD and special education staff receive common planning time to align language and IEP goals, and IEP teams include a member with ELD expertise. This action is provided schoolwide because English learners at JLPAA, including those with IEPs, receive instruction across general education, special education, and performing arts settings throughout the day. Language development cannot be limited to one classroom or one service provider. Building integrated ELD capacity across all staff ensures English learners receive consistent language support in every setting where they learn. Other students may benefit, but the action is designed around the identified needs of English learners and its effectiveness will be measured by their outcomes.	• Percentage of English learners, and of dually identified students, progressing at least one level on the ELPAC or Alternate ELPAC • Reclassification rate for English learners, disaggregated for English learners with IEPs

1.5	Unduplicated students including English learners, foster youth, and low-income students require access to technology tools, adaptive learning platforms, and academic support resources to receive personalized instruction, bridge learning gaps, and fully participate in a digital learning environment.	JLPAA integrates academic technology including adaptive learning platforms such as IXL, digital resources, and interactive software to provide differentiated instruction tailored to individual student proficiency levels. JLPAA ensures equitable access to devices, reliable internet, and tech support for staff and students. Because unduplicated students are enrolled across all grade levels and classrooms, technology and academic support must be available schoolwide to prevent inequitable access and ensure all students regardless of background will benefit fully from digital learning tools and supplemental support services.	Student usage data and growth metrics from IXL and other adaptive platforms; NWEA MAP and CAASPP performance data for unduplicated subgroups; device-to-student ratio and internet access rates; number of students accessing academic support services including tutoring and after-school programs.

1.7	As part of our continued commitment to supporting Unduplicated students, JLPAA recognizes the ongoing need for additional academic support across all subject areas, with a particular emphasis on English Language Arts (ELA). While our English Learners receive Designated ELD instruction from teachers specifically trained in English language development, JLPAA continues to expand specialized instructional support for low-income and foster youth students as well. This includes providing targeted ELA instruction delivered by educators with expertise in literacy development, ensuring that all Unduplicated students receive the high-quality, focused support necessary to improve academic outcomes.	Three teachers have been identified as Reading Intensive teachers to address the needs of the Unduplicated students, in addition to their classroom duties. The teachers identified are the Kindergarten and first grade teachers as they are the initial cadre of professionals to instruct early learners. JLPAA addresses this need by using a grant to cover the tuition of these teachers who will have an additional authorization in Reading in addition to their Multiple Subject Teaching Credential. The goal is to conduct a pre-emptive stance on what has been an issue.	The effectiveness of continued support for Unduplicated students, particularly in ELA, will be measured through a variety of data sources. NWEA MAP Growth Scores will be used to track fall-to-spring academic growth for foster youth, English learners, and low-income students, with a focus on the percentage of students meeting or exceeding their individualized growth targets in ELA. Additionally, CAASPP ELA scores will provide year-over-year comparisons, disaggregated by subgroup to monitor progress among Unduplicated populations. For English learners, ELPAC scores will be analyzed to monitor language proficiency development and reclassification rates. Progress monitoring data—such as reading fluency benchmarks, writing rubrics, and comprehension assessments—will be collected regularly to assess skill development in key instructional areas. Furthermore, attendance and participation rates in supplemental instruction, including after-school tutoring and small-group support, will be tracked to evaluate engagement and identify trends in academic

			improvement among at-risk student groups. These combined measures will help determine the impact of targeted interventions and guide instructional adjustments to better support student achievement.
2.1	Students at JLPAA, particularly those from low-income households and other unduplicated student groups, experience social-emotional and mental health challenges that can directly impact academic engagement, attendance, and overall school success. Access to consistent, high-quality mental health and SEL supports is essential to student well-being.	JLPAA addresses student mental health and SEL needs through a multi-layered approach that includes physical education, field days, community partnerships (including Care Solace and the CHYB grant), Desert Mountain SELPA and RCOE resources, and a virtual teletherapy partnership with Tiny Eye to extend counseling support. Staff receive ongoing professional development in SEL and PBIS frameworks. This action is provided schoolwide because social-emotional wellness affects every student's ability to learn; a consistent, universal framework for mental health and SEL support ensures that all students not only those in crisis develop coping skills, resilience, and the emotional regulation needed for academic success.	Number of students accessing counseling and teletherapy services through Tiny Eye and community partners; staff participation rates in SEL and PBIS professional development; schoolwide PBIS data including office discipline referrals and behavioral incident trends; student climate and wellness survey results.

2.2	All JLPAA students especially unduplicated students including EL, low-income, and SWD need access to a standards-aligned core curriculum alongside a high-quality Visual and Performing Arts (VAPA) program that supports whole-child development, creative expression, and engagement with interdisciplinary learning.	JLPAA ensures 100% of students have access to standards-aligned core curriculum and materials, as well as a comprehensive VAPA program that includes dance, choir, visual arts, film, gymnastics, and regular performances and productions. Teachers receive professional development in arts integration and attend arts conferences to enhance instructional quality. This action is provided schoolwide because JLPAA's arts-integrated educational model is its core identity and instructional framework; access to VAPA is not a supplement but a fundamental component of the school's curriculum, and all students at every grade level benefit from the academic and social-emotional development that arts integration provides.	Percentage of students enrolled in at least one VAPA course (dance, choir, visual arts, film); student performance data in core subjects; teacher participation in arts-focused professional development; number of schoolwide performances and student participation rates; student engagement and school climate data.
2.3	Chronic absenteeism and inconsistent attendance particularly among low-income students and other unduplicated student groups create barriers to academic progress and long-term student success. JLPAA must provide proactive, dedicated attendance support to identify at-risk students, address barriers, and keep all students engaged in school.	JLPAA has implemented an attendance clerk and an independent study teacher to monitor attendance patterns, identify students at risk of chronic absenteeism, and provide flexible learning pathways for students who face barriers to regular in-person attendance. These dedicated roles work directly with families to address root causes of absenteeism. This action is schoolwide because attendance affects every student and every classroom; consistent monitoring and intervention infrastructure must be in place across the entire school to achieve the goal of 98% average daily attendance and to ensure no student falls through the cracks regardless of grade or subgroup.	Average Daily Attendance (ADA) rate schoolwide and by subgroup (EL, low-income, SWD, foster youth, Black students); chronic absenteeism rate; number of students on attendance contracts or receiving attendance intervention; monthly attendance trend data reviewed by administration.

2.4	Students at JLPAA need a structured, positive school climate with consistent behavioral expectations and proactive support systems in order to maximize academic engagement and reduce disciplinary barriers that disproportionately affect unduplicated student groups.	JLPAA employs a dedicated PBIS Coordinator to implement a school-wide Positive Behavior Interventions and Supports framework. The coordinator establishes consistent behavioral expectations, delivers staff professional development on PBIS principles and the five pillars, facilitates monthly school-wide PBIS activities and meetings, and ensures language and behavioral practices are aligned across all classrooms and grade levels. This action is provided on a schoolwide basis because a PBIS framework is only effective when applied consistently across all settings and by all staff; a piecemeal approach undermines the predictable, positive environment that PBIS is designed to create for every student.	Office discipline referral rates by month and by student subgroup; suspension and expulsion rates; PBIS fidelity implementation data; staff survey results on school climate and behavioral support; student attendance in PBIS-related activities and monthly recognition events.
2.5	Many JLPAA students, particularly those who are low-income or come from historically underserved communities, need access to high-quality learning opportunities beyond the regular school day to reinforce academic skills, explore enrichment activities, and build college and career readiness.	JLPAA offers a robust extended learning program that includes after-school enrichment and homework support, the CSU Summer Algebra Institute (SAI) for rising 8th graders, (for two years) Career Technical Education (CTE) pathways supported by CTEIG funding, national competitions (Invention Convention, Global Math Hoops, World Cup Stacking), an 8th-grade civic enrichment trip, and Technovation participation. These opportunities extend and deepen the school-day learning experience. This action is provided on a schoolwide basis because extended learning opportunities must be available to all students regardless of grade level; restricting access to extended programs to only select students would perpetuate the very inequities JLPAA is committed to closing.	Percentage of students participating in after-school and summer extended learning programs; number of students participating in CTE pathways; academic performance data (CAASPP, NWEA MAP) for students who participate in extended learning compared to non-participants; number of students advancing in national competitions; CTE enrollment and completion data.

3.2	Families of English learner students need a structured, accessible forum to provide meaningful input on programs, services, and resources affecting their children's language development and academic success. JLPAA will ensure that ELAC meetings are held consistently, with strong parent participation, to meet legal requirements and strengthen the home-school partnership for EL families.	JLPAA's English Language Advisory Committee (ELAC) brings together parents, teachers, and administrators to collaboratively address the needs of English language learners and their families. ELAC provides a formal platform for parents to share insights, review school programs and EL services, and advocate for their students. The committee's work directly informs schoolwide program decisions affecting EL students. This action is provided schoolwide because EL students are enrolled across all grade levels at JLPAA, and the decisions made through ELAC on curriculum, resources, and support services have schoolwide implications for how English learners are served.	Number of ELAC meetings held per year (target: minimum two annually); ELAC parent participation rate (target: at least 50%); documentation of parent input incorporated into school planning; ELPAC reclassification data and EL student progress toward proficiency as indicators of program effectiveness.

Insert or delete rows, as necessary.

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
1.1	English learner (EL) students require structured, standards-aligned language instruction delivered by certificated teachers trained in language acquisition in order to develop English proficiency and access core academic content across all subject areas.	JLPAA implements a standards-based EL curriculum, including HMH English 3D,, delivered by credentialed specialized EL teachers and supported by certificated general education teachers. This schoolwide approach ensures that all English learners receive integrated language and content instruction regardless of grade level, creating language-rich environments throughout the school day. Because EL students are enrolled across all grade levels, this action must be provided on a schoolwide basis to ensure consistent, equitable language development opportunities for every student who qualifies.	Annual ELPAC results tracking reclassification rates and progress across the four domains (reading, writing, speaking, listening); percentage of EL students advancing at least one proficiency level per year; teacher certification records for EL-endorsed instructors.
1.2	Foster youth and students experiencing homelessness at JLPAA face school instability, gaps in learning, and barriers to basic needs that affect attendance, behavior, and academic progress. Placement and housing changes often lead to missed instruction, incomplete records, and disrupted relationships with teachers and peers. Many of these students have experienced trauma, which can show up as behaviors that place them at higher risk for discipline. Costs associated with uniforms, supplies, and performing arts participation also limit these students' full access to JLPAA's core program.	This action provides support for foster youth and students experiencing homelessness beyond the services required under AB 490 and McKinney-Vento. A designated site staff member identifies eligible students upon enrollment and coordinates services with caregivers. Students receive priority access to tutoring, intervention, and counseling, including trauma-informed small-group support. Attendance is monitored weekly, with outreach to caregivers before absences reach chronic levels. Before any suspension or removal, the student's circumstances are reviewed and alternative supports are considered. The school provides uniforms, supplies, hygiene items, and coverage of performing arts costs so these students can fully participate in JLPAA's program. Staff receive professional learning on trauma-informed practice and the rights of foster and homeless youth.	• Chronic absenteeism rate for foster youth and students experiencing homelessness • Suspension rate for foster youth and students experiencing homelessness • Participation rate in performing arts productions and extracurricular activities • Number of students receiving counseling, tutoring, or basic needs support

1.3	Low-income students at JLPAA have less access to academic support, enrichment, and resources outside the school day, which affects attendance, academic progress, and participation in the school's performing arts program. Costs for instruments, costumes, production fees, private lessons, and field trips limit full participation in JLPAA's core program. Limited access to technology, internet, and academic help at home also affects homework completion and skill practice.	This action provides academic, enrichment, and access supports designed around the needs of low-income students. Students receive targeted intervention and tutoring during and after the school day, with priority given to low-income students below grade level. The school covers performing arts costs, including instruments, costumes, and production fees, and provides access to enrichment opportunities students may not have outside school. Students have access to school-provided technology and internet support. Attendance is monitored, with early outreach and support for families when barriers to attendance are identified. Family engagement activities are offered at times and in formats that working families can access. This action is provided schoolwide because low-income students make up to 65% of JLPAA's enrollment and are present in every classroom and performing arts program. Providing these supports schoolwide removes cost and access barriers without singling out students, which encourages full participation. A schoolwide approach also allows the school to build intervention, enrichment, and family engagement systems that reach low-income students in every setting. Other students may benefit, but the action is designed around the identified needs of low-income students and its effectiveness will be measured by their outcomes.	• Dashboard ELA and math indicators for socioeconomically disadvantaged students • Chronic absenteeism rate for low-income students • Suspension rate for low-income students • Participation rate of low-income students in performing arts productions, enrichment, and after-school programs • Percentage of low-income students below grade level who receive intervention, and their progress on local assessments

Insert or delete rows, as necessary.

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.

N/A

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.

JLPAA has use these funds to support teachers in obtaining Reading Intensive certifications to provide targeted small group and individual reading intervention for English learners, foster youth, and low-income students performing below grade level in ELA. Additional classified general education and special education paraeducators have been added to increase in-classroom instructional support and individualized behavioral assistance for unduplicated students across all grade levels. A certificated EL teacher provides daily designated English Language Development instruction exclusively to English learner students, and a full-time licensed counselor was expanded from a part-time position to provide daily individual counseling, group counseling, crisis intervention, and classroom-based SEL support prioritizing foster youth and students experiencing housing instability.

A dedicated attendance clerk was also added to provide daily monitoring, family outreach, and wraparound coordination for chronically absent unduplicated students, who are disproportionately low-income, foster youth, and English learners.

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		1 for every 23 students
Staff-to-student ratio of certificated staff providing direct services to students		1 for every 12 students

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 4,704,631	$ 960,910	20.425%	0.000%	20.425%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,622,248	$ 988,334	$ -	$ 143,441	$ 3,754,023.00	$ 3,345,123	$ 408,900

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	Achievement Gap	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 185,000	$ -	$ 185,000	$ -	$ -	$ -	$ 185,000	0.000%
1	2	NWEA - MAP GROWTH	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 89,600	$ 6,000	$ 95,600	$ -	$ -	$ -	$ 95,600	0.000%
1	3	Standards Based EL Curriculum ELD/Certificated Teachers	English Learners	No	Limited	English Learners	Elementary	Ongoing	$ 1,338,833	$ -	$ 1,107,707	$ 87,685	$ -	$ 143,441	$ 1,338,833	0.000%
1	4	Increased Teacher Support	English Learners	Yes	Limited	English Learners	Elementary	Ongoing	$ 249,000	$ 144,900	$ 108,000	$ 285,900	$ -	$ -	$ 393,900	0.000%
1	5	Special Education Assessment	All	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 130,000	$ -	$ 130,000	$ -	$ -	$ 130,000	0.000%
1	6	Academic Technology	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 118,000	$ -	$ 118,000	$ -	$ -	$ -	$ 118,000	0.000%
1	7	Additional Education Paraprofessionals	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 395,000	$ -	$ 281,251	$ 113,749	$ -	$ -	$ 395,000	0.000%
2	1	Mental Health/Social Emotional Learning	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 78,000	$ 20,000	$ -	$ 98,000	$ -	$ -	$ 98,000	0.000%
2	2	Visual and Performing Arts	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 392,840	$ 20,000	$ 317,840	$ 95,000	$ -	$ -	$ 412,840	0.000%
2	3	Student Engagement: Daily Attendance	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 176,250	$ -	$ 176,250	$ -	$ -	$ -	$ 176,250	0.000%
2	4	PBIS	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 80,000	$ 6,000	$ 80,000	$ 6,000	$ -	$ -	$ 86,000	0.000%
2	5	Extended School	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 170,000	$ 80,000	$ 80,000	$ 170,000	$ -	$ -	$ 250,000	0.000%
3	1	Family Engagement	All	No	LEA-wide	All	Elementary	Ongoing	$ 13,000	$ -	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
3	2	English Language Advisory Committee	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 57,600	$ -	$ 57,600	$ -	$ -	$ -	$ 57,600	0.000%
3	3	Parent Education Workshops	All	No	LEA-wide	All	Elementary	Ongoing	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ -	$ -	$ 4,000	0.000%
3	4	School Climate	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,704,631	$ 960,910	20.425%	0.000%	20.425%	$ 1,499,541	0.000%	31.874%	**Total:**	$ 1,499,541
								LEA-wide Total:	$ 1,391,541
								Limited Total:	$ 108,000
								Schoolwide Total:	$ -

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	Achievement Gap	Yes	LEA-wide	All	Elementary	$ 185,000	0.000%
1	2	NWEA - MAP GROWTH	Yes	LEA-wide	All	Elementary	$ 95,600	0.000%
1	4	Increased Teacher Support	Yes	Limited	English Learners	Elementary	$ 108,000	0.000%
1	5	Special Education Assessment	Yes	LEA-wide	All	Elementary	$ -	0.000%
1	6	Academic Technology	Yes	LEA-wide	All	Elementary	$ 118,000	0.000%
1	7	Additional Education Paraprofessionals	Yes	LEA-wide	All	Elementary	$ 281,251	0.000%
2	1	Mental Health/Social Emotional Learning	Yes	LEA-wide	All	Elementary	$ -	0.000%
2	2	Visual and Performing Arts	Yes	LEA-wide	All	Elementary	$ 317,840	0.000%
2	3	Student Engagement: Daily Attendance	Yes	LEA-wide	All	Elementary	$ 176,250	0.000%
2	4	PBIS	Yes	LEA-wide	All	Elementary	$ 80,000	0.000%
2	5	Extended School	Yes	LEA-wide	All	Elementary	$ 80,000	0.000%
3	2	English Language Advisory Committee	Yes	LEA-wide	All	Elementary	$ 57,600	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,754,023.24	$ 3,669,471.18

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	Achievement Gap	Yes	$ 185,000	$ 198,863
1	2	NWEA - MAP GROWTH	Yes	$ 95,600	$ 91,621
1	3	Standards Based EL Curriculum ELD/Certificated Teachers	No	$ 1,338,833	$ 1,388,643
1	4	Increased Teacher Support	Yes	$ 393,900	$ 343,576
1	5	Special Education Assessment	Yes	$ 130,000	$ 140,375
1	6	Academic Technology	Yes	$ 118,000	$ 108,867
1	7	Additional Education Paraprofessionals	Yes	$ 395,000	$ 354,439
2	1	Mental Health/Social Emotional Learning	Yes	$ 98,000	$ 80,186
2	2	Visual and Performing Arts	Yes	$ 412,840	$ 384,229
2	3	Student Engagement: Daily Attendance	Yes	$ 176,250	$ 153,350
2	4	PBIS	Yes	$ 86,000	$ 69,799
2	5	Extended School	Yes	$ 250,000	$ 263,431
3	1	Family Engagement	No	$ 13,000	$ 13,000
3	2	English Language Advisory Committee	Yes	$ 57,600	$ 76,093
3	3	Parent Education Workshops	No	$ 4,000	$ 3,000
3	4	School Climate	No	$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 814,226	$ 1,659,484	$ 1,420,811	$ 238,673	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Achievement Gap	Yes	$ 185,000		0.000%	0.000%
1	2	NWEA - MAP GROWTH	Yes	$ 95,600	$ 91,621.39	0.000%	0.000%
1	4	Increased Teacher Support	Yes	$ 45,824	$ 45,824.00	0.000%	0.000%
1	5	Special Education Assessment	Yes	$ -		0.000%	0.000%
1	6	Academic Technology	Yes	$ 118,000	$ 108,866.96	0.000%	0.000%
1	7	Additional Education Paraprofessionals	Yes	$ 395,000	$ 354,439.06	0.000%	0.000%
2	1	Mental Health/Social Emotional Learning	Yes	$ 98,000	$ 98,000.00	0.000%	0.000%
2	2	Visual and Performing Arts	Yes	$ 302,210	$ 302,210.00	0.000%	0.000%
2	3	Student Engagement: Daily Attendance	Yes	$ 176,250	$ 176,250.00	0.000%	0.000%
2	4	PBIS	Yes	$ 86,000	$ 86,000.00	0.000%	0.000%
2	5	Extended School	Yes	$ 100,000	$ 100,000.00	0.000%	0.000%
3	2	English Language Advisory Committee	Yes	$ 57,600	$ 57,600.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,305,286	$ 814,226	0.000%	18.912%	$ 2,809,454	0.000%	65.256%	$0.00 - No Carryover	0.00% - No Carryover

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- 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.

- 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.

- 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.

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:

Total Projected LCFF Supplemental and/or Concentration Grants

- 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 of 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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