

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Epic California Academy

CDS Code: 30 10306 0134239

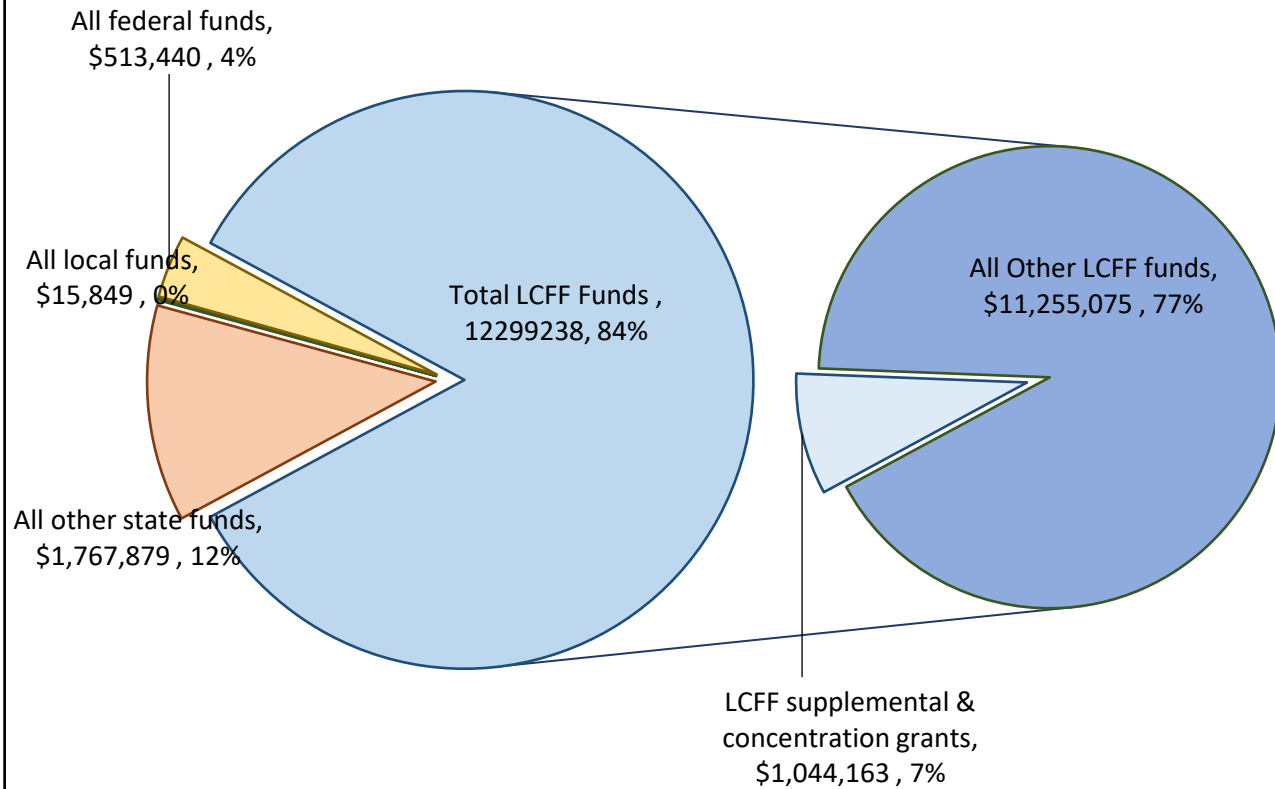
School Year: 2024-2025

LEA contact information: Paul MacGregor, paul.macgregor@epiccalifornia.org

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

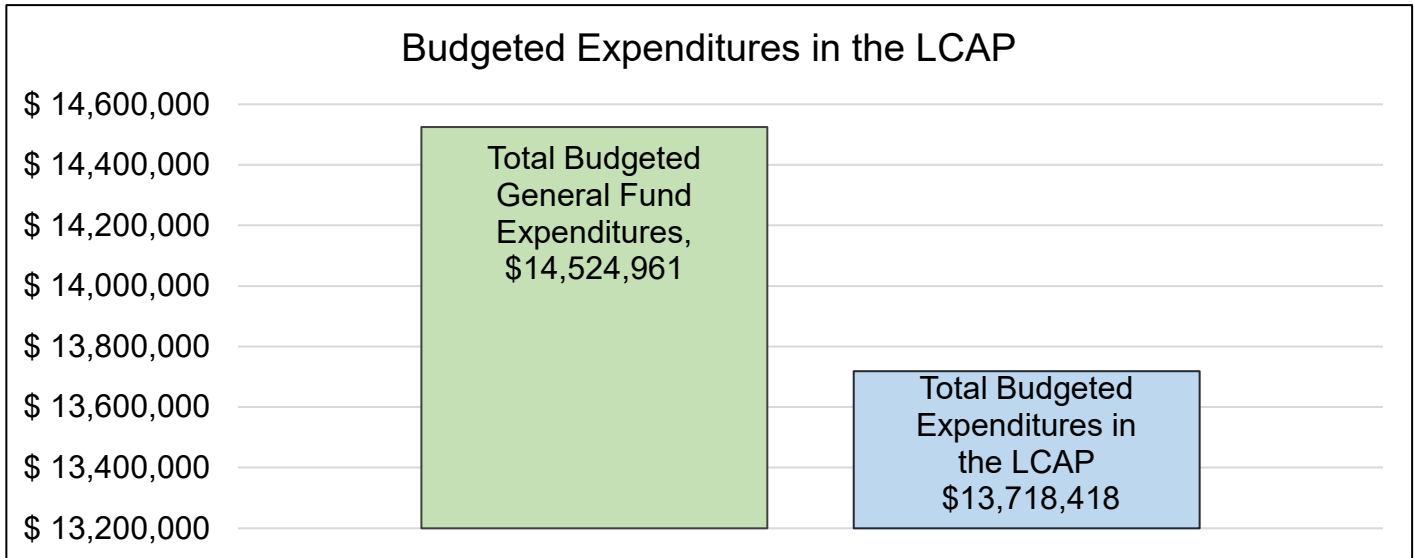


This chart shows the total general purpose revenue Epic California Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Epic California Academy is \$14,596,406.00, of which \$12,299,238.00 is Local Control Funding Formula (LCFF), \$1,767,879.00 is other state funds, \$15,849.00 is local funds, and \$513,440.00 is federal funds. Of the \$12,299,238.00 in LCFF Funds, \$1,044,163.00 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 Epic California Academy plans to spend for 2024-2025. 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: Epic California Academy plans to spend \$14,524,961.00 for the 2024-2025 school year. Of that amount, \$13,718,418.00 is tied to actions/services in the LCAP and \$806,543.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

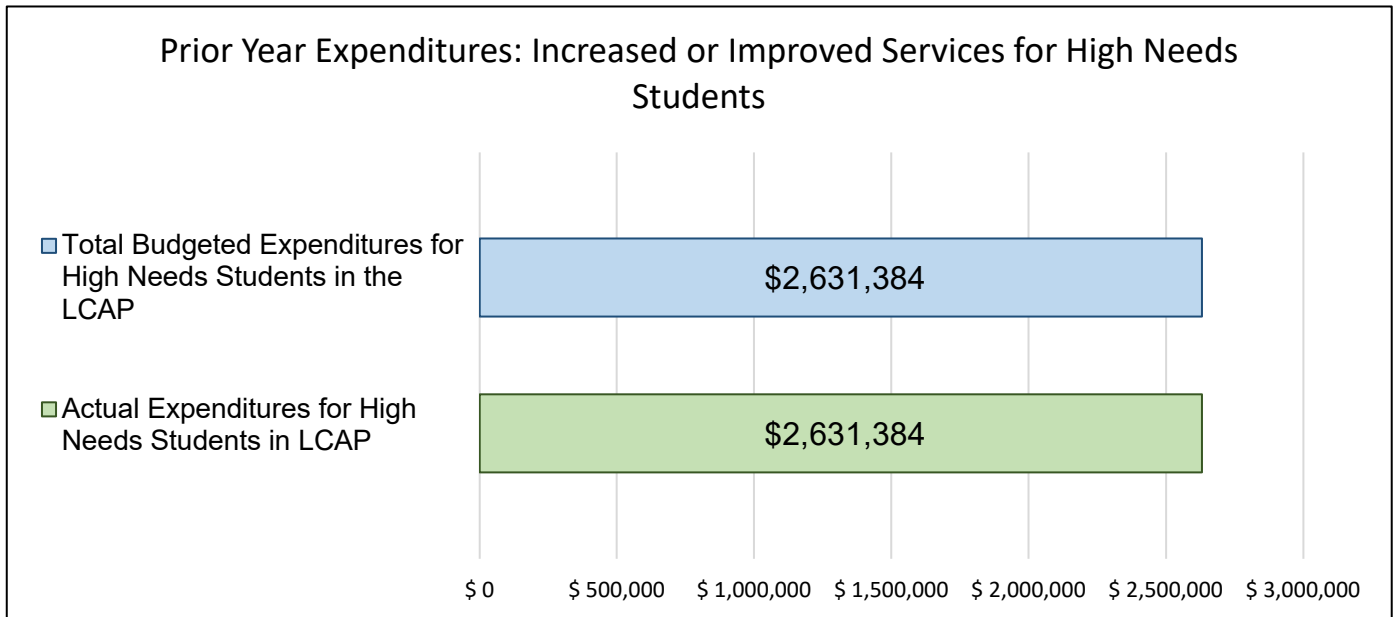
Compensation and related benefit costs for non-certificated staff, additional special education services, professional services, rent and facility costs, and general operational expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Epic California Academy is projecting it will receive \$1,044,163.00 based on the enrollment of foster youth, English learner, and low-income students. Epic California Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Epic California Academy plans to spend \$3,985,418.00 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 2023-2024



This chart compares what Epic California Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Epic California 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 2023-2024, Epic California Academy's LCAP budgeted \$2,631,384.00 for planned actions to increase or improve services for high needs students. Epic California Academy actually spent \$2,631,384.00 for actions to increase or improve services for high needs students in 2023-2024.



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
Epic California Academy	Paul MacGregor, Executive Director	paul.macgregor@epiccalifornia.org 657-220-1000

Plan Summary [2024-2025]

General Information

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

Epic California Academy (formerly “EPIC Charter (Excellence Performance Innovation Citizenship)” or “EPIC Charter School”) was established in 2016 in Orange County as a non-classroom based independent study program to provide an option for families and students in need of creative education choices. Epic’s mission is *Fulfilling every student’s individual potential by personalizing an educational plan that focuses on school and family partnership to achieve optimal student performance.*

Epic is a direct funded charter school, authorized by the Orange County Board of Education, serving students in grades TK through 12. The school serves students enrolled from Orange, Los Angeles, San Bernardino, Riverside and San Diego counties. Epic California Academy (ECA) creates an individualized academic plan for each student based upon his or her education needs, talents, strengths, and areas for improvement. This approach supports individual development through a specially designed curriculum aligned with state and Common Core Standards, while engaging parents and students in learning and goal setting.

As of October 5, 2023 (CBEDS Information Day), 1,069 students are enrolled at ECA. 34% TK-5th, 41% 6th-8th, and 25% 9th-12th. 36% of students are female and 64% are male. 39% are White, 20% Black or African American, 20% Hispanic or Latino, and 6% are classified in another race category. 43% are socio-economically disadvantaged, 17% have an IEP, and 5% are English Learners.

Reflections: Annual Performance

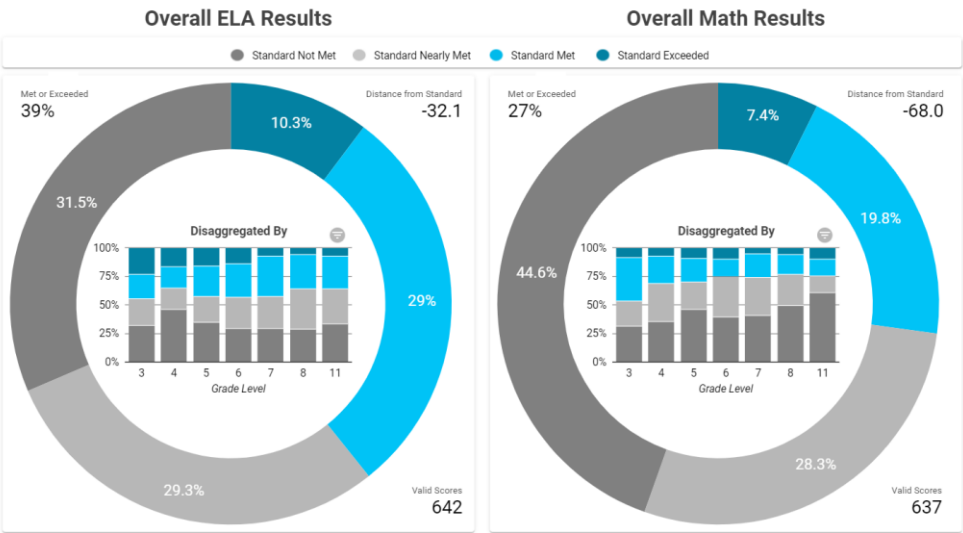
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

State standardized testing participation for Epic California Academy declined in 2022-23 to 93% for both English Language Arts (ELA) and Mathematics. Participation was 97% in the 2021-22 school year. Anything below 95% dramatically reduces the reported distance from standard

data on the California School Dashboard. Parents are allowed to opt their students out of state testing in California which can have a deep negative impact on a school’s dashboard report.

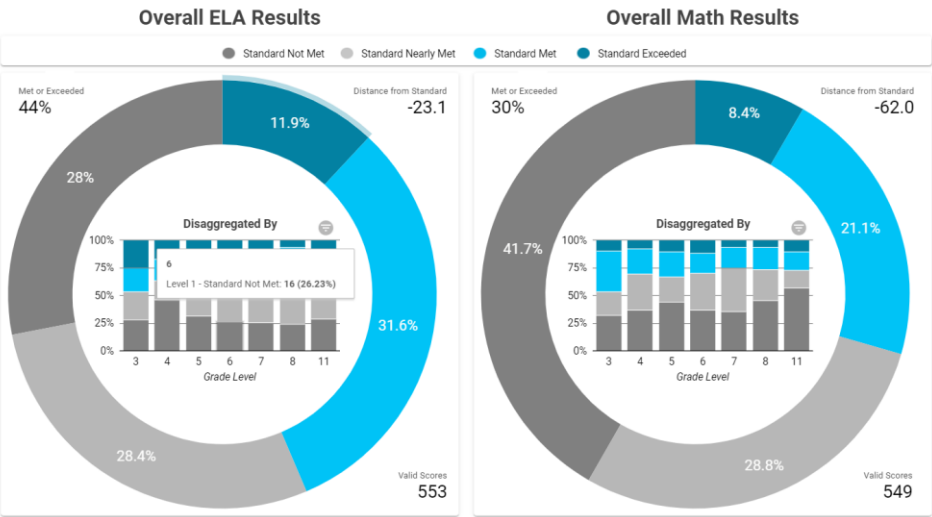
Epic experienced a significant decline in state testing participation in 2023, particularly in students with disabilities (94% to 77%) and English learners (97% to 88%). These subgroup declines were a big reason the school fell below the federally mandated 95% participation rate.

2023 SBAC Overall Results



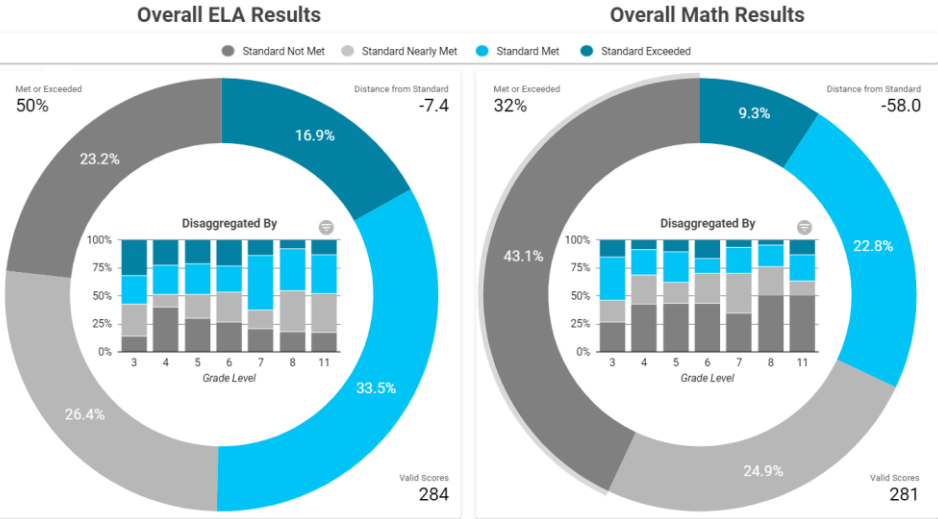
Epic accepts enrollments throughout the school year. Many students are behind grade level when coming to Epic and Epic works very hard to catch the students up to current grade level standards. When removing students that enrolled at Epic after the CBEDS census day (October 5, 2022), the school's state testing results improve significantly. Students at or above state standard proficiency improves 5% from 39% to 44% for ELA and 3% in math, from 27% to 30%.

2023 SBAC Results Not Including Late Enrollments



Adapting to a non-classroom based independent study school model can be challenging for students and families. It often can take a full school year for a student and family to feel comfortable in a new learning environment. Once students have adapted to the Epic California Academy model, state testing outcomes increase significantly. Students that are in their second year or more at Epic have greater state testing outcomes. ELA results are 11% higher at 50% (7% higher than the California state average) and math is 5% higher at 32% (equal to the California state average). This data shows students that are in their second year or more at Epic.

SBAC Results – 2+ Year Students Only



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.

Epic California Academy

Support for Identified Schools

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

Epic’s Comprehensive Support and Improvement plan is developed by:

- Using data from the 2019, 2022, and 2023 California School Dashboard and other student level information
- Reviewing feedback from educational partners related to the problem of practice and root causes
- Creating action plans aligned with the requirements for CSI
- Include ongoing progress/implementation monitoring by EPIC identified staff

Epic uses benchmark assessment results and core curriculum progress indicators to identify and develop interventions based on the results of the data. Additional professional development for staff is provided to assist in the supporting of students that require additional supports and resources. Epic provides additional tutoring and support to those students identified.

Epic identified any resource inequities by measuring the utilization of provided tutoring and supplemental education resources for identified students. If identified students were not participating in the support resources provided, Epic teachers and administrators would assist in finding alternative resources and tutoring options that would better fit the student’s learning environment and schedule. The school was able to find resources to overcome all inequities identified.

Monitoring and Evaluating Effectiveness

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

Epic has established a college and career readiness team that meets regularly to monitor and evaluate the implementation and effectiveness of the CSI plan. The team evaluates reports detailing progress toward actions and services identified as well as the relevance of budgeted expenditures and continues to revise those as new data and information is available. Epic evaluates the progress towards performance on expected outcomes and develops a comprehensive monitoring system that enables the college and career readiness team to easily access student performance and improvement information.

Epic will look at demographic factors, student outcomes, and process data in order to determine the effectiveness of the CSI plans actions and make adjustments to the plan as needed.

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
Teachers	Epic Staff Survey in July; Epic Staff Survey review and discussion, August 10/11; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, January.
School Leaders	Epic Staff Survey in July; Epic Staff Survey review and discussion, August 10/11; Weekly leadership team meetings; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, January.
Other School Personnel	Epic Staff Survey in July; Epic Staff Survey review and discussion, August 10/11; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, January.
Parents/Guardians	Epic student/family engagement and feedback solicitation with supervising teachers, August – September; Epic Parent Survey, May; Parent Advisory Council meeting, fall/spring; Governing board meetings, eight annually.
Students	Epic student/family engagement and feedback solicitation with supervising teachers, August – September; Interactive learning period meetings, monthly.
Board of Directors	The ECA board meets regularly and provides feedback and input to the executive director regarding content related to the LCAP. The board met on June 6 for a public hearing regarding the 2024-25 LCAP and adopted the LCAP following the public hearing.

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

Educational partner input provided Epic with our identified areas of focus, all of which promote student success. Student achievement and student-parent engagement/involvement were the top two areas of opportunity.

Goal

Goal #	Description	Type of Goal
1	All Epic students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will enable the students to achieve academically through personalized learning (including unduplicated student groups: English Language Learners, Foster Youth, and Low-Income students).	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students need a comprehensive guided strategy, from assessment to curriculum and instruction, that provides a rich environment in which to learn from kindergarten through high school graduation. Epic must continue to ensure all available resources and programs are being effectively implemented to assist with student academic success.

Measuring and Reporting Results

Measuring and Reporting Results Metric #	Metric	Baseline	Target for Year 1 Outcome
1.1	The percentage of teachers appropriately credentialed and not misassigned (School Accountability Report Card – SARC).	0.36% of Epic teachers were without appropriate credential or misassigned.	100% of Epic teachers have appropriate credentials and no misassignments.
1.2	The percentage of students who have access to standards aligned instructional materials.	100% of Epic students have sufficient access to standards aligned instructional materials.	100% of Epic students have sufficient access to standards aligned instructional materials.
1.3	The percentage of students who have met or exceeded proficiency on the state SBAC ELA (California State Dashboard).	39% (-32.1 Distance from Standard)	43%
1.4	The percentage of students who have met or exceeded proficiency on the state SBAC Math (California State Dashboard).	27% (-68 Distance from Standard)	32%
1.5	The percentage of students who have completed the	93%	>95%

Goal Analysis for [2023-24]

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.

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these 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 were no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions identified were very effective in making progress towards Goal 1. Epic completed an in-depth analysis of all core curricula offered and eliminated any curricula that did not thoroughly map directly to California state standards. Epic provided Chromebooks, iPads, and internet access to any student that needed technology devices. Epic enhanced the student services team in 2023-24 to ensure IEP goals were accurately identified and related services were provided to effectively assist students with IEPs in accomplishing their goals.

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.

Epic California Academy is dedicated to ensuring that every student excels academically. To address the recent decline in ELA and math test scores and to increase testing participation, we are implementing a comprehensive plan that targets key areas for improvement. Our goal is to create a supportive and effective learning environment that fosters academic excellence.

Strategies to Improve ELA and Math Test Scores:

Curriculum Review and Alignment: Conduct a thorough review of our current ELA and math curricula to ensure alignment with state standards and best practices.

Incorporate Proven Teaching Methods: Integrate evidence-based instructional strategies, such as differentiated instruction and active learning techniques, to engage students and improve comprehension and retention.

Utilize Technology: Leverage educational technology tools and resources to provide interactive and personalized learning experiences.

Targeted Interventions and Support:

Data-Driven Instruction: Use assessment data to identify student strengths and areas for improvement, allowing for targeted instruction and intervention.

Small Group Instruction: Implement small group instruction within to provide more personalized attention and support.

Professional Development:

Ongoing Teacher Training: Provide teachers with continuous professional development opportunities focused on the latest ELA and math instructional strategies and best practices.

Collaborative Planning: Encourage collaborative planning sessions where teachers can share resources, strategies, and insights to improve instruction.

Strategies to Increase Testing Participation:

Awareness and Communication:

Informational Campaigns: Launch comprehensive informational campaigns to educate students and parents about the importance of state testing and how it benefits the school and student learning.

Regular Updates: Provide regular updates and reminders about upcoming tests through multiple channels, including newsletters, emails, and social media.

Student Motivation: Implement motivational programs and incentives to encourage students to participate in state testing.

Logistical Support:

Test Preparation Resources: Provide students with access to practice tests, study guides, and other preparatory materials to help them feel more confident and prepared.

Flexible Scheduling: Offer flexible testing schedules to accommodate the needs of all students, ensuring that every student has the opportunity to participate.

Expected Outcomes:

Increased Test Scores: Improved student performance in ELA and math as reflected in state test scores.

Higher Participation Rates: Greater student participation in state testing, leading to more comprehensive data on student performance.

Enhanced Student Confidence: Increased student confidence and readiness for testing through targeted preparation and support.

Epic California Academy is committed to the academic success of every student. Through these focused strategies, we aim to enhance ELA and math test scores and ensure robust participation in state testing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	Provide a sequence of professional development and activities supporting the implementation of state standards, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (English Learners, Foster Youth, and Low-Income students).	\$3,733,000	N
2	Targeted Academic Support	Increase access to extra support, materials, and learning opportunities for students who do not demonstrate proficiency on internal and state assessments.	\$935,500	Y
3	English Language Supports	Provide teachers with support for implementation of English Language Development standards.	\$127,000	Y
4	Reclassified Fluent English Proficient (RFEP) Support	Continue to provide support in monitoring the progress of reclassified English proficient students through personnel, academic programs, and data analysis.	\$110,000	Y
5	Individualized Learning Plans (ILPs)	Every student will be assigned a supervising teacher that will meet with the student and parent at least once learning period to develop and monitor the student's Individualized Learning Plan. The plan will be built around the student's needs and will be monitored throughout the school year as needed.	\$1,500,000	N
6	Technology Availability	ECA will make sure that any student that needs a Chromebook or internet for curriculum and assessment access will be provided with the technology at no cost.	\$300,000	N
7	Students with IEPs	Students with IEPs participate in general education to the maximum extent possible. Education needs are driven by IEP goals for each special education student.	\$2,159,000	N

Goal

Goal #	Description	Type of Goal
2	Develop and improve systems to support school connectivity, participation, and communication.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Epic must ensure that students and families have comprehensive information about, and access to, all Epic programs and services and that students and families participate fully in a robust education program that engages and prepares students for academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Target for Year 1 Outcome
2.1	Attendance percentage (student information system)	92.83% through May 3, 20223	93%
2.2	Chronic absenteeism percentage (California State Dashboard)	23.4%	21%
2.3	Family engagement and satisfaction survey	Survey to be created in 2024-25 school year	70% of families complete survey

Goal Analysis for [2023-24]

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.

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these 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 were no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions identified were very effective in making progress towards Goal 2. Epic’s attendance and compliance coordinator assisted Epic teachers with student re-engagement to increase the school’s overall attendance percentage.

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.

After analyzing this goal Epic is not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and addresses an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. Epic believes we need more than one year on current metrics to truly see a pattern on how the school is performing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Compliance	Epic will continue to improve assistance to teachers with family/student engagement and attendance compliance support.	\$525,000	Y
2	Student Information System and the Parent Portal	Epic will continue to implement the expanded features of School Pathways with an emphasis on increasing the parent portal usage to communicate with students and their parents/guardians.	\$330,000	N
3	Community Events	Epic will make sure all key educational partners have opportunities to engage in school events, growth opportunities, and governance.	\$75,000	Y
4	Social Emotional Learning and Development	Epic will analyze and support school-wide Social and Emotional Learning and Development (SELD) implementation to reduce absences and school withdrawals.	\$433,000	Y
5	School Communication	Epic will write and distribute monthly newsletter to include school news, field trip schedule, academic counselor information, and monthly update from the principal and/or executive director. Develop and manage a robust social media communication plan.	\$200,000	N
6	Monitor Student and Family Engagement	Epic will improve and increase our ability to identify reasons students disengage from school by administering substantive student engagement surveys including the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey.	\$1,065,418	Y

Goal

Goal #	Description	Type of Goal
3	Students will be prepared to attend college or begin a career after graduating from Epic California Academy.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Most high school students that transfer into Epic between grades 10-12 are too far behind in credits to graduate with an A-G diploma. The students that should be juniors or higher are almost all at least one year behind grade level in credits. Even though students that come to Epic from another school typically have a lot of scholastic ground to make up, Epic works extremely hard with all students to ensure academic success and an opportunity to graduate. Epic is committed to improving the guidance, support, and resources our high school students receive to ensure college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Target for Year 1 Outcome
3.1	Graduation rate (California State Dashboard)	71%	74%
3.2	College and career readiness indicator (California State Dashboard)	13.6% prepared	17% prepared
3.3	Percentage of high school students enrolled in A-G courses	23%	28%

Goal Analysis for [2023-24]

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.

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these 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 were no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions identified were effective in making progress towards Goal 3.

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.

After analyzing this goal Epic is not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and addresses an ongoing need identified by our educational partners. Our metrics continue to be accurate

representations of working towards our goals. Epic believes we need more than one year on current metrics to truly see a pattern on how the school is performing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	High School Intervention Program	Provide an intervention program for at-promise students.	\$430,000	Y
2	Student 4-Year Post-Secondary Planning	Epic will continue to review and revise the student 4-year academic planning process.	\$403,500	N
3	A-G Readiness	Epic will ensure all students have access to a-g approved courses.	\$377,000	N
4	Family College Awareness/Preparation	Epic will provide student and parent training on a-g requirements, going to college, completing a college and career application, applying for scholarships, and general college entrance exam information. Epic will encourage all seniors to apply to a college, university, career-based training institution, or military branch.	\$120,000	N
5	Staff Development	Professional development opportunities will be provided to Epic staff in relations to student college/career readiness.	\$265,000	Y
6	Progress Monitoring	Epic will improve progress monitoring reports, processes, and analyzation and provide swift interventions when areas of opportunity are presented.	\$630,000	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,044,163	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.277%	0%	\$0	9.277%

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
Goal 1 Action 1	<p>Action: Implementation of State Standards</p> <p>Need: This action is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive academic support such as supplemental curriculum intervention tutoring and access to staff specialists such as an EL coordinator, mental health counselor, or homeless liaison. These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home support resource. We find that our unduplicated students often have less support in the home.</p>	<p>These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home support resource. We find that our unduplicated students often have less support in the home.</p>	<p>CAASPP assessments</p> <p>NWEA MAP assessments</p> <p>Student progress and outcomes in curriculum</p>
Goal 1 Action 2	<p>Action: Targeted Academic Support</p> <p>Need: CAASPP data and internal assessment data indicates an achievement gap between many students and Students with Disabilities, EL Students, and Socioeconomically Disadvantaged students.</p>	<p>This action is designed to meet the need of unduplicated students who are tier 2 and 3 by providing supplemental instruction and resources to target students' specific content area needs in math and ELA. Although it is designed to address the identified needs of unduplicated students, it will be provided on a schoolwide basis because all students performing below grade level can benefit from these opportunities.</p>	<p>NWEA MAP assessments</p> <p>Student progress and outcomes in curriculum</p>

Goal 1 Action 5	<p>Action: Individualized Learning Plans (ILPs)</p> <p>Need: Individualized learning plans (ILPs) are essential for all students because they tailor education to meet each student's unique needs, strengths, and interests. This personalized approach fosters greater engagement and motivation, as students feel their learning is relevant and achievable. ILPs help identify and support students' specific learning challenges, providing targeted interventions that can improve academic outcomes. ILPs promote a more inclusive educational environment by recognizing and valuing diverse learning styles and paces, ensuring that every student has the opportunity to succeed and reach their full potential.</p>	Every student will be assigned a supervising teacher that will meet with the student and parent at least once learning period to develop and monitor the student's Individualized Learning Plan. The plan will be built around the student's needs and will be monitored throughout the school year as needed.	<p>Learning period notes</p> <p>Assignment and work records</p>
Goal 1 Action 6	<p>Action: Technology Availability</p> <p>Need: This action provides all students, especially our unduplicated population, the opportunity to have access to a computer and internet in order to attend non-classroom based school daily.</p>	The action ensures all students have access to technology devices and internet to attend school daily.	School technology asset reports
Goal 2 Action 1	<p>Action: Attendance and Compliance</p> <p>Need: Epic needs to decrease its school-wide chronic absenteeism.</p>	This action will provide teachers assistant with family/student engagement and attendance compliance support.	<p>Attendance percentage</p> <p>Average daily attendance</p>
Goal 2 Action 2	<p>Action: Student Information System and the Parent Portal</p> <p>Need: Create easier ways for parents to engage with the school and monitor students' progress.</p>	This action is provided on a school-wide basis, so all parents have easier ways to connect with the school.	Parent engagement survey
Goal 2 Action 3	<p>Action: Community Events</p> <p>Need: Provide more opportunities for families and students to engage with the school in all counties we serve.</p>	This action will give all Epic families more opportunities to connect with the school through in-person events in each county Epic serves.	Field trip and community event attendance

Goal 2 Action 4	<p>Action: Social Emotional Learning and Development</p> <p>Need: Additional SEL opportunities are needed to help reduce absences and school withdrawals.</p>	<p>This action will be schoolwide, but it will primarily benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable. Our supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs.</p>	<p>We will measure the effectiveness of this action by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students.</p>
Goal 2 Action 5	<p>Action: School Communication</p> <p>Need: Good communication within a school is crucial because it fosters a collaborative and supportive environment, ensuring that students, parents, and staff are well-informed and engaged in the educational process.</p>	<p>Good school communication benefits the entire school population by creating a transparent and inclusive atmosphere where everyone feels informed and involved. It helps build trust and strong relationships among students, parents, and staff, leading to better collaboration, higher student engagement, and a more cohesive school community.</p>	<p>Monthly newsletters</p> <p>Social media engagements</p>
Goal 2 Action 6	<p>Action: Monitor Student and Family Engagement</p> <p>Need: Identify reasons why students disengage from school.</p>	<p>Monitoring student and family engagement school-wide is important because it helps identify areas where support is needed, ensuring that all students have the resources and encouragement to succeed. By keeping track of engagement levels, Epic can implement targeted strategies to foster a more inclusive and supportive educational environment, ultimately enhancing academic outcomes and community cohesion.</p>	<p>School survey results</p>
Goal 3 Action 1	<p>Action: High School Intervention Program</p> <p>Need: Epic needs an academic intervention program to provide targeted support for struggling students, ensuring they receive the necessary assistance to achieve academic success and meet graduation requirements.</p>	<p>By addressing diverse learning needs and preventing students from falling behind, such programs contribute to a more equitable and supportive educational environment where every student has the opportunity to thrive.</p>	<p>Students identified for tier 2 and 3 supports in MTSS</p>

Goal 3 Action 2	<p>Action: Student 4-Year Post-Secondary Planning</p> <p>Need: To ensure all high school students are well-prepared for their future careers or educational pursuits, facilitating a smooth transition from high school to the next stage of their lives.</p>	<p>A 4-year plan is important for all high school students because it helps them set clear academic and career goals, ensuring they take the necessary courses and gain relevant experiences to achieve their post-secondary aspirations. This proactive planning fosters a sense of direction and purpose, reducing the risk of students feeling unprepared or overwhelmed after graduation.</p>	High school success plans
Goal 3 Action 3	<p>Action: A-G Readiness</p> <p>Need: This action ensures students complete the necessary coursework to be eligible for admission to four-year colleges and universities, thereby broadening their post-secondary opportunities.</p>	<p>A-G readiness benefits the whole school by raising overall academic standards, ensuring that all students are prepared for college-level coursework and increasing the school's college admission rates. This focus on rigorous academic preparation fosters a culture of achievement and aspiration, positively impacting the school's reputation and community support.</p>	<p>Students enrolled in A-G courses</p> <p>Students graduating with all A-G requirements</p> <p>Students taking AP exams</p>
Goal 3 Action 4	<p>Action: Family College Awareness/Preparation</p> <p>Need: Family college awareness and preparation are essential to ensure that students have the necessary support and resources to navigate the complex college admission process, maximize educational opportunities, and make informed decisions about their future.</p>	<p>Family college awareness and preparation are crucial for all students to ensure they receive the necessary guidance and support to successfully navigate the complex college admission process and access higher education opportunities. This inclusive approach helps to bridge the gap in educational equity, empowering students from diverse backgrounds to make informed decisions about their future and achieve their academic and career goals.</p>	Family engagement surveys
Goal 3 Action 5	<p>Action: Staff Development</p> <p>Need: Epic needs to provide staff development related to student college and career readiness to ensure that educators are equipped with the latest knowledge, skills, and strategies to effectively guide and support students in their post-secondary planning and success.</p>	<p>Staff development related to student college and career readiness benefits all students by equipping educators with the tools and knowledge to provide tailored guidance, ensuring that each student can explore and pursue appropriate post-secondary opportunities. This comprehensive support helps to close achievement gaps, fostering an inclusive environment where every student has the potential to succeed in their academic and career endeavors.</p>	Professional development opportunities and PLC agendas

Goal 3 Action 6	<p>Action: Progress Monitoring</p> <p>Need: To identify and address learning gaps early, ensuring that all students receive the necessary support and interventions to achieve academic success.</p>	<p>Student progress monitoring is important for all students because it provides timely insights into their academic development, allowing educators to adjust instruction and support to meet individual needs effectively. This proactive approach helps to ensure that every student stays on track to achieve their educational goals and prevents long-term learning deficits.</p>	<p>NWEA MAP assessments</p> <p>Curriculum progress and results</p>
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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
Goal1 Action 3	<p>Action: English Language Supports</p> <p>Need: English language supports are necessary for EL students to ensure they can fully access the curriculum, participate in academic activities, and achieve their educational potential alongside their peers.</p>	<p>EL supports are designed to address the needs of EL students by providing targeted instruction in English language development, including vocabulary, grammar, and communication skills, tailored to their proficiency levels. Additionally, these supports often include culturally responsive teaching practices and access to bilingual resources, ensuring that students can bridge language gaps while maintaining their cultural identity and achieving academic success.</p>	<p>ELPAC assessment results</p> <p>Number of students reclassified English proficient</p>
Goal 1 Action 4	<p>Action: Reclassified Fluent English Proficient (RFEP) Support</p> <p>Need: To ensure that Reclassified Fluent English Proficient students continue to succeed academically and do not regress in their language proficiency or content understanding.</p>	<p>RFEP support is essential for ensuring that students who have recently achieved fluency in English continue to succeed academically. By providing targeted resources and ongoing monitoring, RFEP support helps these students bridge any remaining language gaps, maintain their proficiency, and fully participate in the curriculum without falling behind.</p>	<p>NWEA Map assessments</p> <p>CAASPP assessments</p>

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

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	N/A
Staff-to-student ratio of certificated staff providing direct services to students	19.5%	N/A

2024-2025 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 %)
2024-2025	\$ 11,255,075	\$ 1,044,163	9.277%	0.000%	9.277%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 12,293,000	\$ 1,770,000	\$ 15,849	\$ 516,000	\$ 14,594,849.00	\$ 9,034,014	\$ 5,560,835

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	Implementation of State Standards	All	No	LEA-wide		All	Ongoing	\$ 1,047,258	\$ 1,538,591	\$ 2,570,000	\$ -	\$ 15,849	\$ -	\$ 2,585,849	0.000%
1	2	Targeted Academic Support	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 1,043,813	\$ 971,687	\$ 1,980,000	\$ -	\$ -	\$ 35,500	\$ 2,015,500	0.000%
1	3	English Language Supports	English Learners	Yes	LEA-wide	English Learners	All	Ongoing	\$ 90,700	\$ 16,300	\$ -	\$ 107,000	\$ -	\$ -	\$ 107,000	0.000%
1	4	Reclassified Fluent English Proficient Support (RFEF)	English Learners	Yes	LEA-wide	English Learners	All	Ongoing	\$ 70,110	\$ 9,890	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000	0.000%
1	5	Individualized Learning Plans (ILPs)	All	No	LEA-wide		All	Ongoing	\$ 825,849	\$ 734,151	\$ 1,560,000	\$ -	\$ -	\$ -	\$ 1,560,000	0.000%
1	6	Technology Availability	All	No	LEA-wide		All	Ongoing	\$ 302,670	\$ 47,330	\$ 300,000	\$ -	\$ -	\$ 50,000	\$ 350,000	0.000%
1	7	Students with IEPs	Students with Disabilities	No	LEA-wide		All	Ongoing	\$ 861,555	\$ 298,445	\$ -	\$ 1,020,000	\$ -	\$ 140,000	\$ 1,160,000	0.000%
2	1	Attendance and Compliance	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 923,713	\$ 476,287	\$ 1,400,000	\$ -	\$ -	\$ -	\$ 1,400,000	0.000%
2	2	Student Information System and the Parent Portal	All	No	LEA-wide		All	Ongoing	\$ 321,463	\$ 278,537	\$ 600,000	\$ -	\$ -	\$ -	\$ 600,000	0.000%
2	3	Community Events	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 28,279	\$ 25,721	\$ 54,000	\$ -	\$ -	\$ -	\$ 54,000	0.000%
2	4	Social Emotional Learning and Development	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 256,935	\$ 46,065	\$ -	\$ 303,000	\$ -	\$ -	\$ 303,000	0.000%
2	5	School Communication	All	No	LEA-wide		All	Ongoing	\$ 186,914	\$ 168,086	\$ 355,000	\$ -	\$ -	\$ -	\$ 355,000	0.000%
2	6	Monitor Student and Family Engagement	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 1,065,418	\$ 334,582	\$ 1,400,000	\$ -	\$ -	\$ -	\$ 1,400,000	0.000%
3	1	High School Intervention Program	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 365,517	\$ 194,483	\$ 500,000	\$ -	\$ -	\$ 60,000	\$ 560,000	0.000%
3	2	Student 4-Year Post-Secondary Planning	All	No	LEA-wide		All	Ongoing	\$ 219,676	\$ 75,824	\$ -	\$ 260,000	\$ -	\$ 35,500	\$ 295,500	0.000%
3	3	A-G Coursework	All	No	LEA-wide		All	Ongoing	\$ 219,676	\$ 50,324	\$ 100,000	\$ -	\$ -	\$ 170,000	\$ 270,000	0.000%
3	4	Family College Awareness/Preparation	All	No	LEA-wide		All	Ongoing	\$ 117,970	\$ 106,030	\$ 224,000	\$ -	\$ -	\$ -	\$ 224,000	0.000%
3	5	Staff Development	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 159,594	\$ 115,406	\$ 250,000	\$ -	\$ -	\$ 25,000	\$ 275,000	0.000%
3	6	Progress Monitoring	All	Yes	LEA-wide	English Learner Foster Youth Low Income	All	Ongoing	\$ 926,904	\$ 73,096	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000	0.000%

2024-2025 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
\$ 11,255,075	\$ 1,044,163	9.277%	0.000%	9.277%	\$ 6,584,000	0.000%	58.498%	Total:	\$ 6,584,000
								LEA-wide Total:	\$ 6,584,000
								Limited Total:	\$ -
								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	Implementation of State Standards	No	LEA-wide		All	\$ -	0.000%
1	2	Targeted Academic Support	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 1,980,000	0.000%
1	3	English Language Supports	Yes	LEA-wide	English Learners	All	\$ -	0.000%
1	4	Reclassified Fluent English Proficient Support (RFEP)	Yes	LEA-wide	English Learners	All	\$ -	0.000%
1	5	Individualized Learning Plans (ILPs)	No	LEA-wide		All	\$ -	0.000%
1	6	Technology Availability	No	LEA-wide		All	\$ -	0.000%
1	7	Students with IEPs	No	LEA-wide		All	\$ -	0.000%
2	1	Attendance and Compliance	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 1,400,000	0.000%
2	2	Student Information System and the Parent Portal	No	LEA-wide		All	\$ -	0.000%
2	3	Community Events	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 54,000	0.000%
2	4	Social Emotional Learning and Development	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ -	0.000%
2	5	School Communication	No	LEA-wide		All	\$ -	0.000%
2	6	Monitor Student and Family Engagement	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 1,400,000	0.000%
3	1	High School Intervention Program	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 500,000	0.000%
3	2	Student 4-Year Post-Secondary Planning	No	LEA-wide		All	\$ -	0.000%
3	3	A-G Coursework	No	LEA-wide		All	\$ -	0.000%
3	4	Family College Awareness/Preparation	No	LEA-wide		All	\$ -	0.000%
3	5	Staff Development	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 250,000	0.000%
3	6	Progress Monitoring	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 1,000,000	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 14,594,849.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implementation of State Standards	No	\$ 2,585,849	\$ -
1	2	Targeted Academic Support	Yes	\$ 2,015,500	\$ -
1	3	English Language Supports	Yes	\$ 107,000	\$ -
1	4	Reclassified Fluent English Proficient Support (RFEP)	Yes	\$ 80,000	\$ -
1	5	Individulized Learning Plans (ILPs)	No	\$ 1,560,000	\$ -
1	6	Technology Availability	No	\$ 350,000	\$ -
1	7	Students with IEPs	No	\$ 1,160,000	\$ -
2	1	Attendance and Compliance	Yes	\$ 1,400,000	\$ -
2	2	Student Information System and the Parent Portal	No	\$ 600,000	\$ -
2	3	Community Events	Yes	\$ 54,000	\$ -
2	4	Social Emotional Learning and Development	Yes	\$ 303,000	\$ -
2	5	School Communication	No	\$ 355,000	\$ -
2	6	Monitor Student and Family Engagement	Yes	\$ 1,400,000	\$ -
3	1	High School Intervention Program	Yes	\$ 560,000	\$ -
3	2	Student 4-Year Post-Secondary Planning	No	\$ 295,500	\$ -
3	3	A-G Coursework	No	\$ 270,000	\$ -
3	4	Family College Awareness/Preparation	No	\$ 224,000	\$ -
3	5	Staff Development	Yes	\$ 275,000	\$ -
3	6	Progress Monitoring	Yes	\$ 1,000,000	\$ -

2024-2025 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)
\$ -	\$ 6,584,000	\$ -	\$ 6,584,000	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	Implementation of State Standards	No	\$ -	\$ -	0.000%	0.000%
1	2	Targeted Academic Support	Yes	\$ 1,980,000		0.000%	0.000%
1	3	English Language Supports	Yes	\$ -		0.000%	0.000%
1	4	Reclassified Fluent English Proficient Support (RFEP)	Yes	\$ -		0.000%	0.000%
1	5	Individualized Learning Plans (ILPs)	No	\$ -	\$ -	0.000%	0.000%
1	6	Technology Availability	No	\$ -	\$ -	0.000%	0.000%
1	7	Students with IEPs	No	\$ -	\$ -	0.000%	0.000%
2	1	Attendance and Compliance	Yes	\$ 1,400,000		0.000%	0.000%
2	2	Student Information System and the Parent Portal	No	\$ -	\$ -	0.000%	0.000%
2	3	Community Events	Yes	\$ 54,000		0.000%	0.000%
2	4	Social Emotional Learning and Development	Yes	\$ -		0.000%	0.000%
2	5	School Communication	No	\$ -	\$ -	0.000%	0.000%
2	6	Monitor Student and Family Engagement	Yes	\$ 1,400,000		0.000%	0.000%
3	1	High School Intervention Program	Yes	\$ 500,000		0.000%	0.000%
3	2	Student 4-Year Post-Secondary Planning	No	\$ -	\$ -	0.000%	0.000%
3	3	A-G Coursework	No	\$ -	\$ -	0.000%	0.000%
3	4	Family College Awareness/Preparation	No	\$ -	\$ -	0.000%	0.000%
3	5	Staff Development	Yes	\$ 250,000		0.000%	0.000%
3	6	Progress Monitoring	Yes	\$ 1,000,000		0.000%	0.000%

2024-2025 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)
\$ -	\$ -	0.000%	0.000%	\$ -	0.000%	0.000%	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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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