



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: eCademy Charter at Crane

CDS Code: 5075739

School Year: 2024-25

LEA contact information:

Gabe Ontiveros

Principal

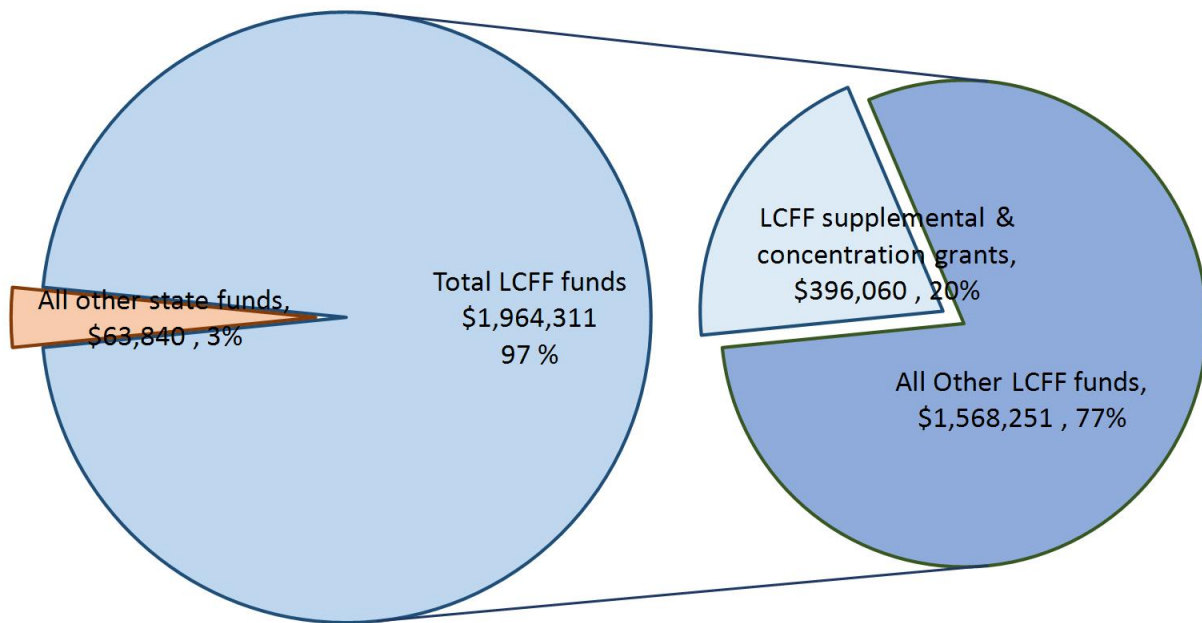
[mbettencourt@turlock.k12.ca.us](mailto:mbettencourt@turlock.k12.ca.us)

209.669.3410

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 2024-25 School Year**

## Projected Revenue by Fund Source

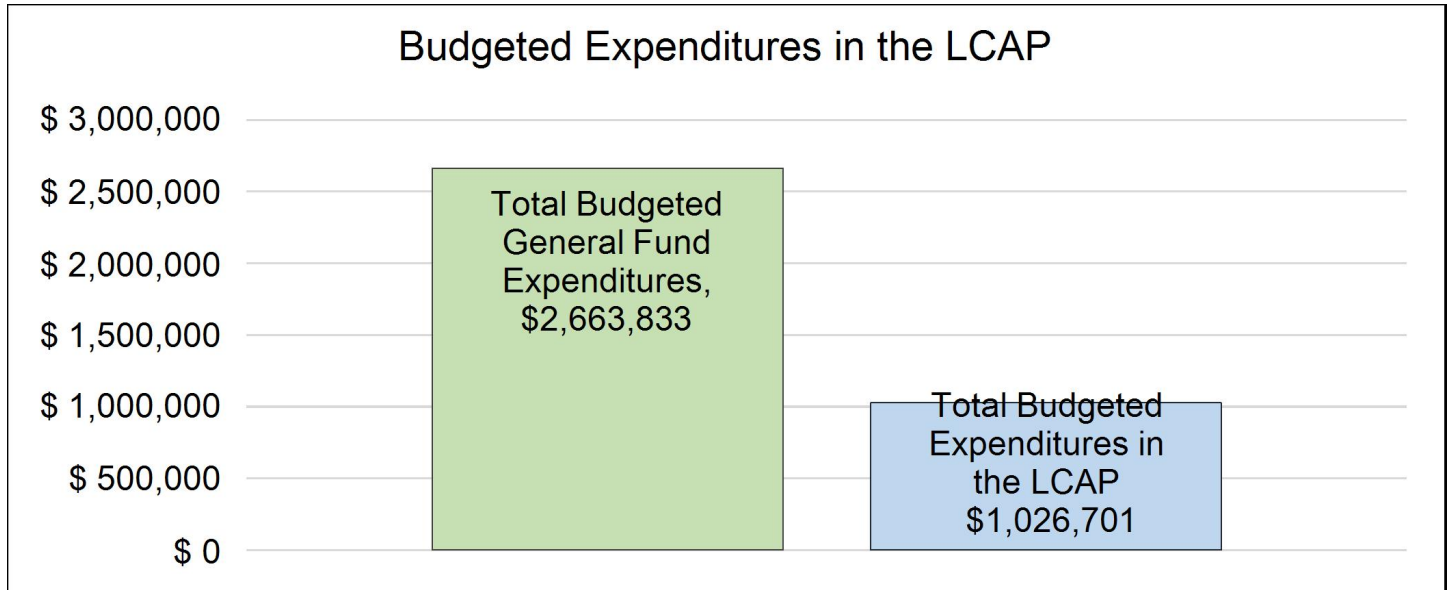


This chart shows the total general purpose revenue eCademy Charter at Crane expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for eCademy Charter at Crane is \$2,028,151, of which \$1,964,311 is Local Control Funding Formula (LCFF), \$63,840 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$1,964,311 in LCFF Funds, \$396,060 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 eCademy Charter at Crane plans to spend for 2024-25. 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: eCademy Charter at Crane plans to spend \$2,663,833 for the 2024-25 school year. Of that amount, \$1,026,701 is tied to actions/services in the LCAP and \$1,637,132 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

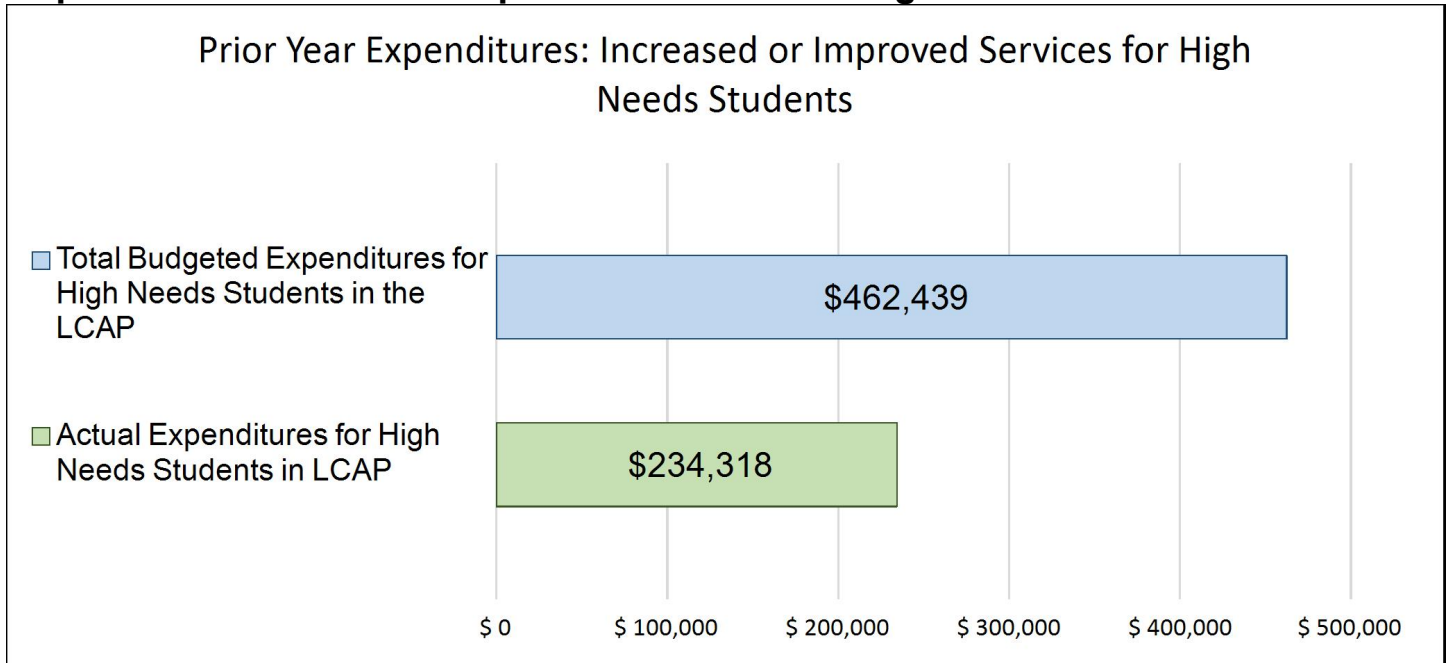
General Fund Budget Expenditures for the school year not included in the LCAP are related to core educational and operational programs. These expenditures include general salaries & benefits, utilities, and general operating expenditures.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, eCademy Charter at Crane is projecting it will receive \$396,060 based on the enrollment of foster youth, English learner, and low-income students. eCademy Charter at Crane must describe how it intends to increase or improve services for high needs students in the LCAP. eCademy Charter at Crane plans to spend \$702,701 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 2023-24



This chart compares what eCademy Charter at Crane budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what eCademy Charter at Crane 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 2023-24, eCademy Charter at Crane's LCAP budgeted \$462,439 for planned actions to increase or improve services for high needs students. eCademy Charter at Crane actually spent \$234,318 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-228,121 had the following impact on eCademy Charter at Crane's ability to increase or improve services for high needs students:

eCademy was not able to utilize a Career Navigator or a full-time teacher dedicated to the 21st Century Skills course. Alternatively, 21st Century Skills was embedded within other coursework, and the school utilized their counselor to fulfill some of the planned duties of the Career Navigator.

# eCademy CRANES



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
eCademy Charter at Crane	Gabe Ontiveros Principal	gontiveros@turlock.k12.ca.us 209.669.3410

## Goals and Actions

### Goal

Goal #	Description
1	Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts Indicator	21.4 points below standard/Yellow (2019 Dashboard); 37.80% Met or Exceeded Standard (2018-19; 21.95% Met; 15.85% Exceeded)	No CAASPP Tests (2019-20) points below standard not available (Dashboard 2020-21 as of 5/2022)  28.57% Met or Exceeded Standard (CAASPP 2020-21)	86.6 points below standard. Status Level = VERY LOW (2022 Dashboard);  21.66% Met or Exceeded Standard (CAASPP 21-22)	79.6 points below standard/Orange (2023 Dashboard)  30% Met or Exceeded Standard (CAASPP 22-23)	Increase average by a minimum of 6 points per year: 3.4 points below standard level/Green (Dashboard);  Increase met/exceeded standard by at least 5% each year: 52% Met or Exceeded Standard (2023-24 Report)
Mathematics Indicator	104.6 points below standard/Orange (2019 Dashboard); 11.11% Met or Exceeded Standard (2018-19; 6.17% Met; 4.94% Exceeded)	No CAASPP Tests (2019-20) points below standard not available (Dashboard 2020-21 as of 5/2022)	188.5 points below standard. Status Level = VERY LOW (2022 Dashboard);  8.62% Met or Exceeded Standard (CAASPP 21-22)	182.3 points below standard/Orange (2023 Dashboard)  3.37% Met or Exceeded Standard (CAASPP 22-23)	Increase average by a minimum of 10 points per year: 75 points below standard/Yellow (Dashboard);  Increase met/exceeded standard by at least



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		10.52% Met or Exceeded Standard (CAASPP 2020-21)			10% each year: 41% Met or Exceeded Standard (2023-24 Report)
A-G course completion rates for UC/CSU entrance requirements	1 of 27 graduate completers meeting UC/CSU requirements (2019-20 CALPADS)	0.0% of graduates meeting UC/CSU requirements (CALPADS 2020-21)	0% of graduates meeting UC/CSU requirements (CALPADS 2022-23)	5.6% of graduates meeting UC/CSU requirements (CALPADS 2022-23)	75% graduate completers meeting UC/CSU requirements (CALPADS)
Graduation Rate	75.8% graduated/Yellow (2019 Dashboard); 94.1% Four-Year Adjusted Cohort Graduation Rate (2019-20 DataQuest)	Graduate % not available (Dashboard 2020-21 as of 5/2022)  88.2% Four-Year Adjusted Cohort Graduation Rate (DataQuest 2020-21)	89.3% graduated. Status Level = HIGH (2021-2022 DataQuest)	90% graduated (no performance color) (2023 Dashboard)  90% Four Year Adjusted Cohort Graduation Rate (2022-2023 DataQuest)	Increase by a minimum of 2% each year: 81.8% graduated/Green (Dashboard); 97% Four-Year Adjusted Cohort Graduation Rate (DataQuest)
College/Career Indicator	12.1% prepared/Orange (2019 Dashboard)	% College-Going Rate not update (DataQuest 2018-19, 2019-20, 2020-21); % prepared not available (Dashboard 2019-20 or 2020-21)  0.0% of HS Seniors Met CSU Requirements (AERIES 2020-21)	Not Reported in 2022.	17.5% prepared/Low (2023 Dashboard)	Increase by a minimum 5% each year: 27.1% prepared (Dashboard)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	<10 students	No ELPAC Tests 2019-20  % making progress not available (Dashboard 2020-21)  Fewer than 10 students - data not displayed for privacy (ELPAC 2020-21)	64.3% making progress towards English language proficiency (2022 Dashboard)	50% making progress toward English language proficiency (no performance color) (2023 Dashboard)  26.92% Summative ELPAC (2022-2023 ELPAC)	Summative ELPAC 25% proficient
Attendance Rates	District = 95.86% (AERIES 2019-20)	77.6% Average Attendance (AERIES 2021-22)	Chronically Absent (<90%): 61.49% At Risk (90%-94%): 13.79% Satisfactory Attendance (> 94%): 24.71% (AERIES 2022-23)	88.35% Average Attendance (AERIES 2023-24)	98% attendance rate
Chronic Absenteeism Indicator	28.4% chronically absent/Red(2019 Dashboard) 52.7% chronic absenteeism rate (2018-19 DataQuest)	79.8% Chronic absenteeism rate (DataQuest 2020-21)  Chronically Absent (<90%): 62.5% At Risk (90%-94%): 16.0% Satisfactory Attendance (> 94%): 21.5% (AERIES 2021-22)	76.2% chronically absent = Very High (2021-2022 Dashboard)	62.9 % chronically absent/Orange (2023 Dashboard)  72.4% chronic absenteeism rate (2022-23 DataQuest)	Decrease by a minimum of 3% each year: 19.4% chronically absent/Yellow(Dashboard) 20% chronic absenteeism rate (DataQuest)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout rates	2 students (CALPADS 2019-20)	eCademy – 2 students (10.00%) (CALPADS 2020-21)	5 students (CALPADS 2021-22)	2 students (CALPADS 2022-23) 3 students (CALPADS 2023-24)	No dropouts
CTE pathway completion	District: 22% of seniors completed a CTE pathway (AERIES 2019-20)	20% of Seniors completed CTE Pathway (AERIES 2020-21)	2% of seniors completed a CTE pathway (AERIES 2021-22)	2% of seniors completed a CTE pathway (AERIES 2022-23)	District: 35% of seniors completed a CTE pathway (AERIES 2022-23)
Percentage of 7-12 grade students earning C's or higher	72.58% of 7-12 students earning C's or higher in all courses at 3rd quarter (AERIES 2021)	49.18% of 7-12 students earning C's or higher in all courses at 3rd quarter (AERIES 2021-22 )	49.74% of 7-12 students earning C's or higher in all courses at 3rd quarter (AERIES 2022-23)		80% of 7-12 students earning C's or higher in all courses at 3rd quarter (AERIES 2024)
California Healthy Kids Survey	Average percentages for grades 7, 9, 11 (2019-20 CHKS): School Connectedness: 65%; 59%; 54% Academic motivation: 78%; 70%; 70% Caring adult relationships: 61%; 59%; 59% High expectations: 76%; 71%; 69% Meaningful participation: 27%; 25%; 24%	Average percentages for grades 9, 11: School Connectedness: 55%; 60% Academic motivation: 48%; 61% Caring adult relationships: 37%; 65% High expectations: 59%; 67% Meaningful participation: 13%; 23% (CHKS 2021-22)	Average percentages for grade 11: School Connectedness: No Data Caring adult relationships: 73% Parent Involvement: 70% School Perceived as Safe or Very Safe: No Data (CHKS 2022-23)	Average percentages for grade 11: School Connectedness: 78% Caring adult relationships: 86% Parent Involvement: 83% School Perceived as Safe or Very Safe: No Data (CHKS 2023-24)	Average percentages for grades 7, 9, 11 (2019-20 CHKS): School Connectedness: 75%; 75%; 75% Academic motivation: 80%; 80%; 80% Caring adult relationships: 75%; 75%; 75% High expectations: 80%; 80%; 80% Meaningful participation: 50%; 50%; 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Science Test	25.38% Met or Exceeded Standard (2018-19 CAASPP)	10.81% Met or Exceeded Standard (Dashboard 2020-21)	14.64% Met or Exceeded Standard (2021-22 CAASPP)	9.10% Met or Exceeded Standard (2022-2023 CAASPP)	Increase met/exceeded standard by a minimum of 5% each year: 40% Met or Exceeded Standard (2023-24 Report)
EL Reclassification Rates	0 of 8 ELs Redesignated Fluent-English-Proficient (2020-21 DataQuest)	11 of 96 ELs (11.4%) Redesignated Fluent-English-Proficient (DataQuest 2021-22)	3 of 167 ELs (1.8%) Redesignated Fluent-English-Proficient (Aeries 2022-23)	4 of 72 EL (5.55%) Redesignated Fluent - English - Proficient	50% Redesignated Fluent English Proficient rate
Advanced Placement results scoring 3 or higher	AP courses not offered at eCademy; no students concurrently enrolled at comprehensive sites	0 eCademy Students took AP tests (College Board 2020-21)	0 eCademy Students took AP tests (DataQuest 2021-22)	0 eCademy Students took AP tests  3 enrolled for 2023-2024 in AP Classes	Provide access to AP courses to all interested students
K-6 Enrichment	15% of K-6 students participate in at least one enrichment activity per month (2022-23)	New metric	New metric	25 % of K-6 students participate in at least one enrichment activity per month (2023-24)	50% of K-6 students participate in at least one enrichment activity per month
Attendance/work completion	Grades K-6: N/A Grades 7-8: 88% Grades 9-12: 81%	New metric	Grades K-6: 51% Grades 7-8: 72% Grades 9-12: 67%	Grades K-6: 93% Grades 7-8: 87% Grades 9-12: 88%	Grades K-6: 75% Grades 7-8: 85% Grades 9-12: 75%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Substantive differences in planned actions and actual implementation happened for Actions 1.1, 1.6, 1.7, and 1.14. We have not utilized a CTE-certified teacher (Action 1.1). Instead of offering the SEL class for credit, students met in small groups that were student-driven (Action 1.6). The part-time secretarial position remains at 3 hours instead of increasing to 6 (Action 1.7). No voluntary PSATs were administered (Action 1.14) due to a lack of student interest.

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.

Action 1.3: We had no expenses because the Career Navigator was not utilized.

Action 1.6: We did not implement the Character Strong class and instead had students meet in small groups so we only spent \$699 of our budgeted \$5,000. We continue to seek a qualified instructor for our SEL class.

Action 1.8: Due to small groups of students attending the study trips, we took vans instead of buses. The result was an estimated actual spending of only \$160. of the \$5,000 allotted for this expense.

Action 1.9: We only spent \$1,585 of the budgeted \$221,101 for the K-6 homeschool program. Much of the K-6 materials were purchased by the district. We also had a smaller number of student/family enrollment than expected.

Action 1.14: We designated \$3,000 for the PSAT for all interested 8th and 10th-grade students. No students took the PSAT so no funds were spent.

Action 1.19: \$7,500 was budgeted for school-wide events and recognitions. We spent \$3,754. Many of the school-wide events were funded by ASB.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Survey results showed that parents/guardians approve of the academic rigor and support provided by the school, averaging 4.83 on a 5-point scale that eCademy offers supports and interventions to help students be academically successful; averaging 4.83 on a 5-point scale that

eCademy promotes academic success for all scholars; averaging 3.83 on a 5-point scale that scholars are well-prepared for the next school year, college, or a career; averaging 4.16 on a 5-point scale that eCademy offers a variety of programs of learning experiences to enhance scholar's education. K-6 music class was not well-attended and was dropped mid-year. Site leadership will research alternatives for music/fine art education that is meaningful to an independent study/homeschool program.

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

We have changed Goal 1 to: Improve student academic performance by utilizing MTSS to promote college and career readiness among all students. This goal aligns with our current WASC Action Plan Goal 1 and 3, plus gives us the flexibility to meet the needs of our specific student needs and future goals. A few metrics (Chronic Absenteeism, Attendance Rates, California Healthy Kids Survey, K-6 Enrichment) were moved to Goal 2 for better alignment between metrics and goals. A metric of K-6 iReady scores were added as metric in order to measure K-6 students' growth. Actions were reworded, combined, or moved to a different goal to better align with eCademy's Goal 1.

**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.**

## Goals and Actions

### Goal

Goal #	Description
2	School Climate & Social Emotional Learning: Improve climate, culture, and student well-being with equitable practices for all students & staff.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	4.3% suspended at least once/Yellow (2019 Dashboard); Student Groups (2019-20 DataQuest): Hispanic/Latino = 3.2% White = 5.4% ELs = 0% Socioeconomically Disadvantaged = 3.9% Students with Disabilities = 0%	4.3% suspended at least once/Yellow (2019 Dashboard); Student Groups: African American = 0.0% American Indian/Alaska Native = 0.0% Asian = 0.0% Filipino = 0.0% Hispanic/Latino = 0.0% Pacific Islander = 0.0% White = 0.0% Two or more Races = 0.0% ELs = 0.0% FY = 0.0% Homeless = 0.0% Migrant = 0.0% Socioeconomically Disadvantaged = 0.0% Students with Disabilities = 0.0% (DataQuest 2020-21)	8.7% suspended at least once/Status Level: HIGH (2022 Dashboard); Student Groups: African American = N/A American Indian/Alaska Native = N/A Asian = N/A Filipino = N/A Hispanic/Latino = 9.3% Pacific Islander = N/A White = 6.6% Two or more Races = N/A  (DataQuest 2021-2022)	0.3% suspended at least one day / Blue (2023 Dashboard) Student Groups: African American = N/A American Indian/Alaska Native = N/A Asian = 0% Filipino = N/A Hispanic/Latino = 0% Pacific Islander = N/A White = 1.3% Two or more Races = N/A  (DataQuest 2022-2023)	3.0% suspended at least once/Green (Dashboard); Comparable rate among all Student Groups (DataQuest):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(DatQuest 2021-22 not updated as of 5/13/2022)			
Staff demographics	African American = 1.48% American Indian/Alaska Native = 0.63% Asian = 2.27% Filipino = 0.23% Hispanic/Latino = 33.1% Pacific Islander = 0.17% White = 49.4% Two or more Races = 2.95% Not Reported = 9.77% (Digital Schools 2021)	African American = 0.00% American Indian/Alaska Native = 0.00% Asian = 11.34% Filipino = 0.00% Hispanic/Latino = 30.24% Pacific Islander = N/A White = 58.43% Two or more Races = 0.00% Not Reported = 0.00% (CALPADS 2021-22 as of 5/2022)	African American = 0% American Indian/Alaska Native = 0% Asian = 0% Filipino = 0% Hispanic/Latino = 21% Pacific Islander = 0% White = 79% Two or more Races = 0% Not Reported = 0% (Digital Schools 2021)		Diversified staff that reflects student body population.
Expulsion rate	2020-2021 = 0 students (AERIES)	2021-2022 = 0 students (AERIES 2021-22)	2021-2022 Expulsion Rate = 0 (AERIES 2022-23)		No student expulsions

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions matched actual implementation for this goal. Equity training was given for staff but there were no workshops for students.



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.

Action 2.3: \$30,000 was budgeted for Diversity and Inclusion Supports and our Estimated Actual spending was \$425.26. Staff was provided trainings but there were no trainings/presentations for students and there was not any reading materials or culturally responsive curriculum purchased.

Action 2.4: Because only 2 students took the AP exam, we used \$300 of our \$1,000 AP Testing Budget.

Action 2.5: We are still researching an Ethnic Studies Course, thus we spent \$0 of our \$7,165 Ethnic Studies Budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We have seen a decrease in suspensions and expulsions in this 3-year cycle and reached our desired outcome. Additionally, survey results show that parents/guardians believe their child has adults at eCademy who really care about students and that their child feels safe at school, averaging 5 on a 5-point scale for both questions. Parents also say their child enjoys going to school, averaging 4.66 on a 5-point scale, and that eCademy offers social-emotional support and cares about the mental health of their child, 4.66 out of 5.

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

We are changing Goal 2 to: Improve climate, culture, and student well-being with equitable practices for all students & staff. This goal aligns to our current WASC Action Plan Goal 2 and will allow us to focus more on student well-being. For better goal alignment, metrics Chronic Absenteeism, Attendance Rates, California Healthy Kids Survey, K-6 Enrichment were moved from Goal 1 to Goal 2. The metrics of Concurrent enrollment, PBIS protocols, SEL Services, Attendance of school-wide family events to build community were added to measure the new Goal 2. Actions were either moved from Goal 1 or created to achieve the desired outcomes of the new metrics.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriate assignment of staff	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with the Williams Act	100% of staff appropriately assigned in compliance with Williams Act
Student access to instructional materials	Instructional materials provided to 100% of students in compliance with Williams Act	Instructional materials provided to 100% of students	Instructional materials provided to 100% of students in compliance with Williams Act	Instructional materials provided to 100% of students in compliance with Williams Act	Instructional materials provided to 100% of students in compliance with Williams Act
Educational Rounds	Site administration visiting on average one classroom per day	No Data - Rounds not conducted in 2021-22; will reconvene in 22-23	Data rounds not conducted.	Daily informal observations; data not collected; effective educational rounds form specific to eCademy in development	Site administration visiting two classrooms on average per day, utilizing data to guide PLC discussions
Access to professional development	2 PD days available to all staff; 24 different trainings available focused on core content, technology, interventions, and	2 PD days available to all staff; 53 different trainings available focused on core content, technology,	2 PD days; 47 different trainings available focused on core content, foundational reading, PBIS, technology, and	2 PD days; 48 different trainings available focused on core content, foundational reading, PBIS, technology, and	3 full PD days; core curriculum & social-emotional learning PD 30 different trainings available focused on core content,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	social-emotional learning.	interventions, and social/emotional learning	social/emotional learning.	social/emotional learning.	technology, interventions, and social-emotional learning.
Reviews, pilots, & adoptions of curriculum	K-5 review & adoption science curriculum	6-8 review math curriculum	No review or adoption of core curriculum.	No review or adoption of core curriculum.	Curriculum review, pilot, and adoption to align to instructional adoption cycle timeline
Classroom technology	All classrooms equipped with minimum of teacher computer work station, dual monitors, document cameras, Logitech meet-up cameras (20-21).	100% of classrooms are equipped with a teacher's computer, dual monitors, document camera and logitech meetup. (2021-2022)	100% of classrooms were equipped with the following technology: Teacher computer with dual monitors, document camera, Logitech Meetup camera, 75" interactive panel with Chromebox or a digital projector, and an audio amplification system.	100% of classrooms were equipped with the following technology: Teacher computer with dual monitors, document camera, Logitech Meetup camera, 75" interactive panel with Chromebox or a digital projector, and an audio amplification system	All classrooms equipped with minimum of teacher computer work station, dual monitors, document cameras, Logitech meet-up cameras (20-21), LCD screens, and chromecast devices.
Teacher Induction Program completion	Offer in-house induction program, District-wide: Year 1 candidates =11 Year 2 candidates =25 Early Completion Option candidates = 3 Mentors = 31 Completion rate =95%	Offer in-house induction program Year 1 candidates = 33 Year 2 candidates = 12 Early Completion Option candidates = 1 Mentors = 41 Completion rate = 100% (2021-2022) TUSD & eCademy	Offer in-house induction program Year 1 candidates = 18 Year 2 candidates = 32 Early Completion Option candidates = 3; Mentors = 42	Offer in house induction program Year 1 candidates = 22 Year 2 candidates = 19 Early Completion Option candidates = 6 Mentors = 38 Completion rate = 100%	100% completion rate for all candidates within TUSD induction program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule	Less than 10% error for student course conflicts	eCademy - 0% student course conflicts	Data not collected	0% student course conflicts	Less than 5% error for student course conflicts
Implementation of Academic Standards Local Indicator	Average rating on self-reflection tool: PD = 3.6 Instructional Materials = 4 Policy & Program Support = 3.4 Implementation of Standards = 3.4 Engagement of School Leadership = 4 (2019 Dashboard)	Average rating on self-reflection tool: PD = 4.2 Instructional Materials = 4.6 Policy & Program Support = 3.0 Implementation of Standards = 2.6 Engagement of School Leadership = 4.0 (2022 self-reflection tool)	Average rating on self-reflection tool: PD = 4.2 Instructional Materials = 4.6 Policy & Program Support = 3.4 Implementation of Standards = 2.6 Engagement of School Leadership = 4 (2022 Dashboard)	Average rating on self-reflection tool: PD = 4.6 Instructional Materials = 4.8 Policy & Program Support = 4 Implementation of Standards = 3 Engagement of School Leadership = 5 (2023 Dashboard)	Average rating on self-reflection tool of 4.5 in each category
Physical Fitness Test	District-wide: % of students grades 5, 7, & 9 in the Healthy Fitness Zone: Aerobic Capacity: 53.6%; 63.1%; 63.8% Body Composition: 57.2%; 55.9%; 60.2% Abdominal Strength: 51.1%; 81.4%; 88.2% Trunk Extension Strength: 82.3%; 89.7%; 91.4%	No Physical Fitness Testing for 2019-20. No Physical Fitness Testing for 2020-21. Physical Fitness Testing data for 2021-22 available in June 2022.	PFT Not available for 21-22. Participation rates only: 7th Grade = 90.6% 9th-12th = 61.6%	Grade 5, 7, & 9 Aerobic Capacity: 100%; 75%; 87.5% Abdominal Strength: 75%; 81.3%; 82.5% Trunk Strength: 75%; 87.5%; 77.5% Upper Body Strength: 100%; 81.3%; 87.5% Flexibility: 75%; 87.5%; 77.5% (2022-2023 Physical Fitness Test)	Increase percentages of students in Healthy Fitness Zone by a minimum of 3% at each grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Upper Body Strength: 45.2%; 77.8%; 82.9% Flexibility: 71.9%; 78.1%; 84.1% (2018-19 Physical Fitness Test)				

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions matched actual implementation for this goal and there were no substantive differences.

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.

Action 3.4: We spent \$5,870. of our \$30,000 Professional Development Budget. Much of the professional development is paid for by TUSD or it is included in our curriculum purchase.

Action 3.5: \$10,000 was budgeted for Classroom Technology with Estimated Actual Expenditures of \$1,895. There was no need to replace or add large amounts of classroom technology.

Action 3.11: \$103,892 was allotted to 21st Century Skills and we spent \$2,777. The actual cost of the curriculum was less than projected and their was no FTE allocated to teach this course.

Action 3.13: There was a material difference for Parent Conferences since they were held by semester this year not monthly.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent's responses to a 5-point survey indicated that they felt their child had access to the appropriate amount of technology (4.66), that eCademy offers supports and interventions to help students be academically successful (4.83), that the school offers a variety of learning experiences that enhance their child's education (4.16), and that the school offers effective support for English Learners (4.33).

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

No changes have been made to this goal, but after reflection on our new program model, a few metrics and actions were added to support students. The metric Educational Rounds was changed to Collective Commitments to reflect an independent study model. The metric, Meet all TUSD and state testing requirements, was added to track student academic progress compared to local and state norms. Metric 3.9, EL Paraprofessional position was added due to the needs of our EL population and non-EL who needed extra support in an independent study model. Actions were added to achieve the desired outcomes of the new metrics.

**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.**

## Goals and Actions

### Goal

Goal #	Description
4	Parent Engagement: Expand opportunities to increase parent & family involvement.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Agendas & sign-in sheets documenting parent participation in site/District-level committees	Parent participation in: ELAC: 15 meetings, 64 participants DELAC: 5 meetings, 46 participants SSC: 31 meetings, 106 participants PAC: 6 meetings, 55 participants PIQE/PEP participants: 86 LCAP: 3 meetings, 3 parents (2020-21 meeting minutes)	Parent participation in: SSC: 4 meetings/ 8 participants (meeting minutes 2021-22)	Parent participation in: SSC: 4 meetings/ 14 participants (meeting minutes 2022-23)	Parent Participation in: WASC: 5 meetings / 31 participants (meeting sign in sheets 2023-24)	80% Parent participation in all committees ELAC DELAC SSC PAC PIQE/PEP LCAP Equity Task Force (23-24 meeting minutes)
Parent communications from site/District administration	Dissemination of quarterly communications, including translations, from site/district administration	Weekly update of CRANE news on school website	Weekly update of CRANE news on school website	Dissemination of communications through ParentSquare when needed	Dissemination of monthly communications, including translations, from site/district administration



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social media followers	Number of followers on social media: Facebook: 5,603 Instagram: 5,913 Twitter: 1,091	Number of followers on social media: Facebook: 6,531 Instagram: 6,451 Twitter: 1,239 (updated 5/2022)	Number of TUSD followers on social media: Facebook: 7,200 Instagram: 7,081 Twitter: 1,328 (updated 5/2023)	eCademy Instagram followers: 88	Number of followers on social media increase by 5% each year: Facebook: 6,486 Instagram: 6,845 Twitter: 1,263
Survey participation	ELOG survey = 1,639 parent responses	LCAP survey = 1,859 responses	LCAP survey = 10 responses	LCAP survey (parent) = 23 responses	A minimum of 80% parent responses to all surveys
Parent & Family Engagement Local Indicator	Virtual community forums, reopening forums & trainings: 8,489 participants in webinars; 3390 views on YouTube (2020-21)	9/23/21 Information to Families New to US = 17 10/28/21 Information about Support for Students = 37 1/27/22 Statewide Testing = 32 4/28/22 Stanislaus County Library = 17 (2021-2022)	District meetings: One Pill Can Kill 94 = participants. Noche De Familia Toolbox = 8 participants. Toolbox Family Night = 40 participants. K-6 Internet Safety Night = 30 participants. Online Safety Night = 10 Participants. Bilingual - Healthy Coping PAPP = 30. Check the Facts Parent Night = 30. Total = 7 meetings, 242 participants	Parent Participation in: WASC/LCAP: 5 meetings / 31 participants (meeting sign in sheets 2023-24)	A minimum of 80% parent participation rate in all community forums
Parent participation in self-care/mindfulness webinars	Four parent webinars, averaging 155 participants per session (2021)	Three parent webinars, averaging 51 parent participants per session (2022)	Webinars did not take place in 2022-23	Monthly webinars offered	An average of 300 parents participating in self-care / mindfulness webinars / activities

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions matched actual implementation for this goal and there were no substantive differences.

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.

Actions 4.2: eCademy Budgeted \$500 for Parent Information Nights. However, ASB fundraisers were used to fund these activities.

Action 4.5: In order to academically support our students, an EL paraprofessional was hired and ELA/Math resources were purchased even though no monies were budgeted for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parents overwhelmingly agreed that eCademy keeps them informed about school activities and opportunities for parent involvement (5.0 on a 5-point scale). We have increased parent and student involvement in the WASC/LCAP process, but still need to increase family involvement in school-offered meetings and events such as ELAC meetings and Open House.

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

We have changed Goal 4 to: Parent Engagement: Expand opportunities to increase parent & family involvement. Although we have increased parent engagement, involvement remains low. The metric was added Parent Participation in Family Events and an action, Social Media Coordinator. ELA/Math Resources action was removed from this goal due to poor alignment. The metric, Parent Participation in Self-Care/Mindfulness Webinars, was removed since it is a TUSD metric. eCademy parents are still able to participate in any TUSD parent workshop/training.

**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.**

## Goals and Actions

### Goal

Goal #	Description
5	Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly & annual site inspections	100% completion of monthly & annual site inspections.	100% completion of monthly & annual site inspections.	100% completion of monthly & annual site inspections.	100% completion of monthly & annual site inspections	100% completion of monthly & annual site inspections
Safety training participation	Develop campus supervisor & safety plan training; 100% participation in required Keenan trainings.	100% participation in Keenan trainings (2021-2022)	89.4% Participation in Keenan trainings. (22-23) 100% participation in campus supervisor & safety plan training	100% participation in Keenan trainings	100% participation in campus supervisor & safety plan training; 100% completion in required Keenan trainings.
Safety snapshots	Daily completion of safety snapshots (as of Feb, 2020); on hold due to COVID	Safety snapshot data not collected in 2021-22. Site safety teams revised comprehensive safety plans.	No data collected	No data collected	Daily completion at sites of safety snapshots and monthly collated data per site to compile district data.

### Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions matched actual implementation for this goal and there were no substantive differences.

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

There are no material difference budget and actuals for eCademy charter.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

These actions have been effective. Survey results show that parents strongly agree that their child's school is clean and well-maintained and that their child feels safe at school (5.0 on a 5-point scale). There was 100% completion of monthly and annual site inspections and 100% participation in Keenan trainings which was our desired outcome.

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

Using input from staff and parent surveys a metric and action were added to this goal to include a way in which to monitor all students, staff, and district employees coming on and off campus. Action 5.5 was removed since the construction of the shade structure was completed.

**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.**

# Goals and Actions

## Goal

Goal #	Description
6	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**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.**



# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# eCademy CRANES



## 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
eCademy Charter at Crane	Gabe Ontiveros Principal	gontiveros@turlock.k12.ca.us 209.669.3410

## Plan Summary [2024-25]

### General Information

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

eCademy Charter at Crane is a dependent charter school of Turlock Unified School District (TUSD). eCademy is located in the heart of the northern San Joaquin Valley. Our community's economy is primarily based on agriculture and related industries. eCademy Charter continues to serve students within and outside the district. eCademy Charter’s ultimate goal is to educate students and ensure a high school diploma is earned. eCademy operates as a traditional independent study school that utilizes Edgenuity to deliver most instruction to students in grades 7-12. Junior and senior high school students meet with their teacher a minimum of once per week for one hour. K-6 students participate in homeschooling with the parent as the primary teacher, utilizing TUSD’s curriculum, and support provided by eCademy’s Home School teacher. eCademy students have the option of dropping in for help throughout the week, either from their teacher or in the SPACE (Student Performance and Academic Center at eCademy), where help and support are provided by a paraprofessional, daily from 9:30 AM - 1:15 PM. Students also receive one-on-one tutoring and small group instruction with our EL paraprofessional.

Our Mission: To support our students in becoming responsible lifelong learners through flexible and individualized programs.

Our Vision: To graduate responsible citizens who are college and career ready.

Objectives/Schoolwide Learner Goals:

- Commit to assigned course work and attend school regularly.
- Respect for self, others, and the educational process.
- Acquire critical thinking, technology, & communication skills.
- Network in and outside the community.
- Establish a strong work ethic and civility.
- Soar into the future, college & career ready.

School capacity is 168 students. We did reach capacity at quarter 4 in 2023-24:

K-6: 24 students

7-8: 24 students  
9-12:120 students

The following student demographics define eCademy's student population:

eCademy's unduplicated count of English Learners, Socio-Economically Disadvantaged, and Foster Youth comprise approximately 75.8% of our student population.

Socio-economically Disadvantaged Students: 71.4%

Special Education: 7%

English Learners: 13.6%

African-American: 1.2%

American Indian or Alaska Native: 0%

Asian: 4.3%

Filipino: 0%

Hispanic/Latino: 59.6%

Pacific Islander: 0%

White: 29.8%

Two or More Races: 5%

Not Reported: 0%

## Reflections: Annual Performance

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

The 2022-23 Dashboard highlights some key areas in which eCademy has made progress and has successes to highlight. These include increasing trends in several academic measures, improving stakeholder access, and reducing rates of both suspensions and chronic absenteeism.

The release of the 2023 California School Dashboard indicated substantial progress made:

Although eCademy student test scores remain below standard, there were increases in test scores in several subject areas, reversing the decline that began during the pandemic. ELA test scores increased by 11.7 points and mathematics scores increased by 17.6 points.

- 17.5% of students are in the "Prepared" level for College/Career Indicator (2023 Dashboard status only reported)
- Enrollment increased from 96 students in 2022 to 161 students in 2023
- Maintained our 90% graduation rate
- Reduced suspension rates: Declined by 8.4% (0.3% suspended at least one day)
- Reduced chronic absenteeism: Declined by 13.3%

- School community access: Increase in parent participation in WASC/LCAP meetings from 1 parent in 2022 to an average of 7 in 2023.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

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

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

N/A

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

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational partners participated in the development of the LCAP. Nearly 100% of the eCademy staff (8 teachers, 1 counselor, 2 administrative assistants, 1 paraprofessional and 1 principal), 3 TUSD Board of Trustees, TUSD Superintendent, 4 TUSD administrators, 2 TUSD site administrators, 13 eCademy parents, 30 eCademy students and 2 community members all contributed to the plan. These educational partners attended anywhere from 1 to 5 meetings.	<p>The following meetings were held to engage our educational partners in the LCAP process:</p> <ul style="list-style-type: none"><li>• August 10, 2023; Initial faculty meeting was held with the eCademy staff to share the LCAP process and timeline implementation.</li><li>• August 28, 2023; A parent/student meeting was held to provide an overview of the LCAP process.</li><li>• September 18, 2023; Focus Group (students, parents, teachers, principal, district administrators, classified staff) meeting plus needs assessment.</li><li>• October 9, 2023; Teachers met to discuss the needs assessment and parent/student feedback from 10/9/23 meeting.</li><li>• October 23, 2023; Focus Group meeting continued (data review &amp; key questions).</li><li>• November 13, 2023; Focus Group meeting continued (review of findings).</li><li>• The month of December in faculty and PLC meetings staff continued to review, analyze and create goals &amp; action plan based on educational partners feedback.</li><li>• Fall 2023 a school climate Student and Parent perception survey was administered. 69 students and 10 parents responded.</li></ul>



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• May 2, 2024; LCAP update presentation of Goals, Metrics. and Actions was held for educational partners and received needs input.</li></ul> |
|--|--|

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

eCademy is a dependent charter school of TUSD therefore we are fortunate to have all the district office resources and support available to us. The site administrator attends all the scheduled district office support meetings from the various departments (e.g. Educational Services, Testing, Finance, etc.) to best provide resources and services to our staff, students, and parents. Transparency of district procedures and direction is followed by the principal reporting back to eCademy staff via faculty meetings and PLC meetings. The district partnership is the most valuable educational partner in addition to its students, parents, and community members. Educational partners attended 1 - 6 LCAP meetings and provided valuable feedback to develop both the WASC Self-Study Report and the LCAP. Based on educational partners input these actions were influenced based on their feedback: 1.1 MTSS (Addition of EL Para), 1.2 Incentivize student work completion, 1.8 Increase student "prepared" in college & career indicator, 2.1 SEL class, 2.2 Student Recognition Events, 2.4 CARE Clinician to continue, 3.5 Tier II Support (EL Para), 4.1 Parent INfo/Activity Nights, 4.2 Social Media Coordinator, 5.3 Student Electronic check in and out of campus.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Academic Achievement: Improve student academic performance by utilizing a multitiered system of supports (MTSS) to promote college and career readiness among all students.	Broad Goal

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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 was developed to prioritize the academic achievement of all students. Specific actions within this goal are designed to increase students’ test scores, grades and knowledge, ultimately leading to higher graduation rates and more post-secondary opportunities for our students. Specific actions within this goal will help achieve the desired outcomes for increasing student success during their educational experiences and achieving college and career readiness. Baseline data will provide a starting point for measuring and monitoring students’ academic and growth throughout the 2024-25 school year to determine effectiveness of each action for continuance, expansion, or revision moving forward in subsequent years.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Indicator	79.6 points below standard/Orange (2023 Dashboard)  30% Met or Exceeded Standard (CAASPP 22-23)			34.6 points below standard  45% Met or Exceeded Standard	

1.2	Mathematics Indicator	182.3 points below standard/Orange (2023 Dashboard)  3.37% Met or Exceeded Standard (CAASPP 22-23)			137.3 points below standard  33% Met or Exceeded Standard	
1.3	A-G course completion rates for UC/CSU entrance requirements	5.6% of graduates meeting UC/CSU requirements (CALPADS 2022-23)			35% of graduates meeting UC/CSU requirements	
1.4	Graduation Rate	90% graduated (no performance color) (2023 Dashboard)  90% Four Year Adjusted Cohort Graduation Rate (2022-2023 DataQuest)			95% graduated  95% Four Year Adjusted Cohort Graduation Rate	
1.5	English Language Progress Indicator	50% making progress toward English language proficiency (no performance color) (2023 Dashboard)  26.92% Summative ELPAC (2022-2023 ELPAC)			75% making progress toward English language proficiency  40% Summative ELPAC proficient	
1.6	Dropout Rates	3 students (CALPADS 2023-24)			No Dropouts	

1.7	CTE Pathway Completion	2% of seniors completed a CTE pathway (AERIES 2022-23)			5% of seniors completed a CTE pathway.	
1.8	Percentage of 7-12 grade students earning C's or higher	Semester 1 C- or better (24 - 25): ELA 7 -8 58%, 9 - 12, 87% Math 7 - 8 58%, 9 - 12 71%			5% increase each year for 7 - 8 = 73% 2% increase each year for 9 - 12 = math 77%, ELA 83%	
1.9	CAST California Science Test	9.10% Met or Exceeded Standard (2022-2023 CAASPP)			24.10% Met or Exceeded Standard	
1.10	EL Reclassification Rates	5.55% Redesignated Fluent - English - Proficient			10% Redesignated Fluent - English - Proficient	
1.11	Advanced Placement results scoring 3 or higher	0 eCademy Students took AP tests			AP test scores will meet or exceed the national pass rate of each subject test	
1.12	K-6 iReady Scores	2023 - 2024 Data Reading D2 <ul style="list-style-type: none"> <li>• 45% on grade level or above</li> <li>• 30% at grade level</li> <li>• 25% 2+grade levels below</li> </ul> Math: D2			Increase iReady D2 results in students at grade level: Reading by 15% each year Math by 5% each year	

		<ul style="list-style-type: none"> <li>• 5% on grade level or above</li> <li>• 60% at grade level</li> <li>• 35% 2+grade levels below</li> </ul>				
1.13	Work Completion Rate	Grades K-6: 93% Grades 7-8: 87% Grades 9-12: 88%			Grades K-6: 98% Grades 7-8: 98% Grades 9-12: 98%	
1.15	College & Career Indicator	17.5% "prepared" Level: Low 2023 Dashboard results			5% increase each year = 32.5% "prepared"	

## Goal Analysis [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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Multi-Tiered System of Supports in all subjects and ELD: <ul style="list-style-type: none"> <li>Utilize intervention models</li> <li>Hire supplemental academic assistance (Para, EL Para)</li> <li>Purchase supplemental materials/programs</li> </ul>	\$69,000.00	Yes
1.2	Incentivize Work Completion	Offer incentives based on student work completed, to increase success in academic achievement.	\$1,000.00	Yes
1.3	Music/Performing Arts & Fine Arts	Provide music and art education for all K-12 students. Prop 28 Block Grant	\$61,000.00	No
1.4	Data Entry	Continue to improve formalized process of data entry/record keeping: <ul style="list-style-type: none"> <li>Training to improve accuracy &amp; volume of student enrollment, data entry, &amp; record keeping</li> <li>Use Aeries Analytic System &amp; related Aeries training to provide all-inclusive data related to academic achievement &amp; deficiencies, discipline, attendance, &amp; intervention</li> <li>Continued part-time Secretary</li> </ul>	\$17,600.00	Yes
1.5	K-6 Homeschool	Meet the specific needs of the K-6 homeschool program. <ul style="list-style-type: none"> <li>Provide bus passes for parents accompanying their children to school.</li> <li>Provide instructional materials for teacher/parents.</li> <li>Science In-person monthly labs per grade strands.</li> <li>Provide K-6 study trip opportunities.</li> </ul>	\$221,101.00	Yes

<b>1.6</b>	Educational Services	Maintain the following services to meet the academic needs of all students: <ul style="list-style-type: none"> <li>• Maintain Counseling services for students</li> <li>• Maintain Edgenuity online Program with tutoring component, AP test, AP Reader, SPED Case Manager, etc.</li> </ul>	\$167,000.00	Yes
<b>1.7</b>				
<b>1.8</b>	Increase students "prepared" in College & Career Indicator	<ul style="list-style-type: none"> <li>• Add virtual CTE course options</li> <li>• Increase CTE course options</li> <li>• Develop CTE pathways</li> <li>• Monitor CTE pathway completers</li> <li>• Utilize CAColleges.edu</li> <li>• Increase student attendance for college and career workshops</li> </ul>	\$50,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	School Climate & Social Emotional Learning: Improve climate, culture, and student well-being with equitable practices for all students & staff.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #2 was developed to address the identified need of many our students struggling with mental health and a sense of belonging. Actions to support this goal will work to increase equity and mitigate social inequalities for our community. Initial data collection will provide a baseline in order to evaluate growth throughout the 2024 - 25 school year within each action while providing an opportunity to revisit and/or adjust efforts to achieve desired outcomes of increased equity and access for all educational partners. Data collection, monitoring, and reporting will be an essential practice to demonstrate effectiveness of actions of this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Indicator	62.9 % chronically absent/Orange (2023 Dashboard)  72.4% chronic absenteeism rate (2022-23 DataQuest)			53.9% chronically absent	



2.2	Attendance Rates	88.35% Average Attendance (AERIES 2023-24)			5% increase in ADA, to 93% for each grade level strand	
2.3	California Healthy Kids Survey	<p>77% Response Rate (2024 CHKS)</p> <p>Average percentages for grade 11: School Connectedness: 78%</p> <p>Caring adult relationships: 86% Parent Involvement: 83%</p> <p>Experienced Chronic Sadness/Hopelessness: 41%</p> <p>Considered Suicide: 9%</p> <p>Current Alcohol or Drug Use: 14%</p> <p>Current Marijuana Use: 9%</p> <p>Vaping: 5%</p> <p>Experienced any Harassment or Bullying: 5%</p> <p>School Perceived as Safe or Very Safe: No Data (CHKS 2023-24)</p>			<p>Increase participation by 3% each year = 86%</p> <p>Average percentages for grade 11: School Connectedness: Increase by 2% each year = 84%</p> <p>Caring adult relationships: Maintain at 86%</p> <p>Parent Involvement: Maintain at 83%</p> <p>Experienced Chronic Sadness/Hopelessness: Decrease by 3% each year = 32%</p> <p>Considered Suicide: Decrease by 1% each year = 6%</p> <p>Current Alcohol or Drug Use:</p>	

					<p>Decrease by 1% each year = 11%</p> <p>Current Marijuana Use: Maintain at 9%, Maintain Vaping: 5%</p> <p>Experienced any Harassment or Bullying: Maintain at 5%</p> <p>School Perceived as Safe or Very Safe: Establish baseline Data</p>	
2.4	K-6 Enrichment Participation	25% of K-6 students participate in at least one enrichment activity per month (2023-24)			8.3% increase each year in K-6 student participation in monthly enrichment activity	
2.5	Concurrent enrollment	10% of eligible students gaining access to comprehensive site courses/activities			3% increase each year of students taking advantage of these opportunities	
2.6	Suspension Rate Indicator	Maintain All students in the Blue Indicator (2023 Dashboard)			Maintain All students in the Blue Dashboard Indicator	
2.7	PBIS protocols	Implement PBIS protocols level 1 (2023 - 24)			Increase implementation of	

					PBIS protocols up to level 3	
2.8	Student Daily In-person attendance	No data			Increase daily in-person attendance by 2% each year	
2.9	Attendance of school-wide family events to build community	Participation of families and students of 3 school events throughout the school year: K - 6 participation 20% 7 - 12 participation 5%			Increase family/student participation in school-wide family events by 10% each year: K - 6 at 35% 7 - 12 at 20%	
2.10	Staff Demographics	2023 - 2024 Data Ethnicity/Race Hispanic = 40% White = 50% Asian – 10%			Attempt to maintain the balance	

## Goal Analysis [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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SEL Class	Materials & part-time teacher for SEL class	\$45,000.00	No
2.2	Family/student Events & Recognition	Materials & supplies	\$1,000.00	No Yes
2.3	California Healthy Kids Survey	Survey data	\$0.00	No Yes
2.4	CARE Clinician	Mental Health Clinician	\$50,000.00	Yes
2.5	PBIS Implementation	Materials/supplies to follow PBIS protocols and provide student incentives.	\$5,000.00	No Yes
2.6	Increase social media presence	Maintain Instagram page	\$1,000.00	No Yes
2.7	Study Trips	Continue Student Study Trips	\$5,000.00	No

				Yes
<b>2.8</b>	Hot Spots	Provide Hot Spots for student without WIFI access in home	\$2,500.00	No
<b>2.9</b>	Track Students On and Off Campus	Track students attending teacher appointments and students coming for additional support via CARE clinician, EL Para, extra teacher support and SPACE use.	\$1,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.	Broad Goal

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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #3 was developed to ensure that all students are provided an equitable, effective education that includes grade-level standards, adopted curriculum, and achieving college and career readiness. Data collection for this goal will focus on meeting compliance within the Williams Act for which baseline data has been established from and 2023 Dashboard results. Additional quantitative and qualitative data, including assessment data, school community surveys, interviews, and observations, will be collected throughout the course of the 2023-24 school year and examined to confirm expectations of a guaranteed and viable education.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriate assignment of staff	100% of staff appropriately assigned in compliance with Williams Act			100% of staff appropriately assigned in compliance with Williams Act	
3.2	Student access to instructional materials	Instructional materials provided to 100% of students in compliance with Williams Act			Instructional materials provided to 100% of students in compliance with Williams Act	

3.3	Access to professional development	2 PD days available to all staff; trainings available focused on core Edgenuity content, technology, interventions, and social-emotional learning. In addition to weekly PLC time.			100% of teachers attend the 2 PD days	
3.4	Collective Commitments	No Data Collected			Site administration visiting three classrooms on average per day, utilizing data to guide PLC discussions	
3.5	Classroom technology	All classrooms be equipped with minimum of teacher computer workstation, dual monitors, and each classroom have promethium boards installed			100% technology in classrooms be completed	
3.6	Teacher Induction Program completion	Utilize TUSD in-house induction program for any new teacher assignments			100% participation, as needed	
3.7	Master Schedule	Create a master schedule to meet our student needs			Zero conflicts on master schedule	
3.8	Meet all TUSD and state testing requirements	Offer iReady assessment twice a year and complete all state testing (e.g. ELPAC, CAASPP, PFT, etc.)			100% of testing requirements completed with 95% participation or above	

3.10	Implementation of Academic Standards Local Indicator	<p>Average rating on self-reflection tool:</p> <p>PD = 4.6</p> <p>Instructional Materials = 4.8</p> <p>Policy &amp; Program Support = 4</p> <p>Implementation of Standards = 3</p> <p>Engagement of School Leadership = 5</p> <p>(2023 Dashboard)</p>			Desired Outcome of average rating of self reflection tool of 4.5 in each category	
3.11	Physical Fitness Test	<p>Grade 5, 7, &amp; 9 Aerobic Capacity: 100%; 75%; 87.5%</p> <p>Abdominal Strength: 75%; 81.3%; 82.5%</p> <p>Trunk Strength: 75%; 87.5%; 77.5%</p> <p>Upper Body Strength: 100%; 81.3%; 87.5%</p> <p>Flexibility: 75%; 87.5%; 77.5%</p> <p>(2022-2023 Physical Fitness Test)</p>			Increase percentages of students in Healthy Fitness Zone by a minimum of 3% at each grade level.	
3.12	Reviews of Curriculum	Review of core curriculum.			Maintain review of core curriculum	



## Goal Analysis [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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	<ul style="list-style-type: none"><li>• 2 PD days for staff</li><li>• Curriculum trainings</li><li>• PLC weekly time</li></ul>	\$30,000.00	No
3.2	Classroom Technology	Maintain all classrooms with current technology to support effective teaching & learning that include a balance of teacher instructional tools & student engagement resources: A. Support 1:1 student to device B. Maintain classrooms with District-standard instructional technology	\$15,000.00	No

		C. Provide Hot Spots to needy families		
<b>3.3</b>	Curriculum	<p>A. Continue using Edgenuity as the online curriculum with online tutor component</p> <p>B. Material costs for consumables (Eureka Math, Edgenuity Guided notes, Edgenuity lab kits, etc.)</p> <p>C. Material costs for district approved courses, curriculum, and subscription based learning (e.g. RAZkids, Turnitin, Driving course, etc.)</p>	\$50,000.00	No
<b>3.4</b>	21st Century Skills	Continue a "21st Century Skills" course to focus on college/career exploration and health & character education, including summer school course offerings	\$105,000.00	No
<b>3.5</b>	Tier II Support	<p>EL Para</p> <ul style="list-style-type: none"> <li>• Provide student individual targeted support</li> <li>• Provide student skill level support</li> <li>• Provide EL Students additional academic support services</li> </ul>	\$40,000.00	No Yes
<b>3.6</b>	Training for science curriculum for K - 6	Provide 2 days training for K - 6 teacher		
<b>3.7</b>	Professional Learning Communities	<p>Continue consistent collaboration time to monitor student achievement, with focus on DuFour's Four Critical Questions of PLCs for student learning:</p> <p>A. PLC Leads &amp; Stipends</p> <p>B. Additional site collaboration time/funding</p> <p>C. Weekly Wednesday PLC part-time teacher compensation</p>	\$5,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Parent Engagement: Expand opportunities to increase parent and family involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #4 was developed to create opportunities for enhanced parent/family engagement, knowing that parent involvement and partnership with school and district initiatives has a profound impact on students' educational experiences. Specific actions within this goal will work to increase family engagement. Baseline data will be collected in order to provide a starting point for measuring and monitoring parent and family engagement on a quarterly basis throughout the 2023 -24 school year with use of tools such as site and district engagement logs, surveys, interviews, and social media activity to determine effectiveness of each action for continuance, expansion, or revision for subsequent years.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Agendas & sign-in sheets documenting parent participation in site/District-level committees	2023 - 2024 Data Parent participation in: ELAC: 3 meetings, 0 participants DELAC: 5 meetings, 1 participant WASC/LCAP: 5 meetings, 15 participants			Increase parent participation in all meetings by 15% each year.	

4.2	Social media followers	2023 - 2024 Data Number of followers on social media: Instagram: 83			Increase social media followers each year by 15%.	
4.3	Parent survey participation	2023 - 2024 Data CHKS Parent responders: 77%			Increase parent survey responders each year by 5%.	
4.4	Parent participation in family events	2023 - 2024 Data Back to School - 15 Fall Fun Night - 35 Tree Lighting – 80 Ice Skating - 14 Spring Fling – 20			Increase participation in each event each year by 3%	
4.5	Parent & Family Engagement Local Indicator	2023 - 2024 Parent Square Data k - 12: On average 63% view message sent out			2% increase of average viewers each year	

## Goal Analysis [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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent information/Activity Nights	Expand offerings of parenting information/activities nights including: Back to School night, Open House, Fall Family Night, Christmas Tree Lighting, Spring Carnival, etc.	\$5,000.00	No
4.2	Communications	Utilize programs (e.g. ParentSquare), services, mailings, & materials to support site and District-wide communications.	\$5,000.00	No
4.3	Social Media Coordinator	Pay a yearly stipend to an employee to manage and operate the school's social media (e.g. Instagram).	\$1,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #5 was developed to support and maintain safety and security practices, trainings, and updates throughout TUSD to protect all TUSD community and minimize harm. Specific actions within this goal will help achieve the desired outcome of increased safety and security by monitoring and assessing security of all facilities, during and outside the regular school day, as well as collecting baseline data in both a quantitative and qualitative format relative to safety of students, personnel, and facilities in order to determine areas of growth in 2023-24 and needs of improvement moving into subsequent years. Data collection, monitoring, and reporting will be a critical step to demonstrate effectiveness of actions for this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Monthly & annual site inspections	100% completion of monthly & annual site inspections.			100% completion of monthly & annual site inspections.	
5.2	Safety training participation	Develop school safety plan and carry out trainings. 100% participation in required Keenan trainings.			Fully developed and implemented school safety plan and 100% participation in required Keenan trainings.	

5.3	Student Campus Check In/Out system	100% of on campus visitors use check in system.			100% of on campus visitors use check in system.	
5.4	Campus Safety Checks	No data available			90% compliant	

## Goal Analysis [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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	Maintain facilities in good repair by improving & implementing a District-standard for facilities, including a site-based custodial model, that is consistently applied on all campuses to support annual facility inspections.	\$70,000.00	No Yes

<b>5.2</b>	Safety Trainings	Provide training to staff to expand & improve understanding of facility maintenance & safety/security procedures & expectations. A. Keenan trainings	\$2,500.00	No
<b>5.3</b>	Electronic check in and out of school system (e.g. Google QR Code scanner)	Purchase of safety monitoring system of students coming on and off of campus.	\$1,000.00	No



# Increased or

## Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$396,060	\$36,838

### 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
25.255%	8.004%	\$118,716.00	33.259%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<b>Action:</b> MTSS  <b>Need:</b>	MTSS (Action 1.1): This action is principally directed at eCademy's unduplicated students in an effort to provide interventions that increase student achievement and mental health. The multi-tiered	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL Paraprofessional, full - time, to increase academic achievement.  <b>Scope:</b> LEA-wide	system of supports is a tiered approach that provides Tier I - Tier II options.	1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores
<b>1.2</b>	<b>Action:</b> Incentivize Work Completion  <b>Need:</b> EL & Low income student incentives.  <b>Scope:</b> LEA-wide	Incentives (Action 1.2): This action is principally directed at eCademy's unduplicated students in an effort to provide incentives that increase student achievement by incentivizing students to complete their assigned course work. However, incentives should be implemented LEA-wide to increase attendance/work completion and passing grades.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate
<b>1.4</b>	<b>Action:</b> Data Entry  <b>Need:</b> Personnel to monitor accuracy & volume of student enrollment, data entry, & record keeping  <b>Scope:</b> LEA-wide	Data Entry (Action 1.4): This action is principally directed at eCademy's unduplicated students in an effort to provide personnel to monitor and track student achievement by having personnel to provide accurate and up-to-date data on unduplicated students.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.6 Drop Out Rate 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate
<b>1.5</b>	<b>Action:</b> K-6 Homeschool  <b>Need:</b>	K - 6 Home School (Action 1.5): This action is principally directed at eCademy's unduplicated students in an effort to provide home school learning opportunities that increase student achievement.	1.1 ELA Indicator 1.2 Math Indicator 1.5 EL Progress Indicator 1.8 Grade of "C" or higher rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Meet the educational needs of student options and opportunities in Home School Model.</p> <p><b>Scope:</b> LEA-wide</p>		<p>1.10 EL Reclassification Rate</p> <p>1.12 iReady Scores</p> <p>1.13 Work Completion Rate</p>
<b>1.6</b>	<p><b>Action:</b> Educational Services</p> <p><b>Need:</b> Maintain comprehensive school counselor and the Edgenuity platform.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Educational Services (Action 1.6): This action is principally directed at eCademy's unduplicated students in an effort to provide educational services in comprehensive school counseling and the Edgenuity Platform to increase student achievement.</p>	<p>1.1 ELA Indicator</p> <p>1.2 Math Indicator</p> <p>1.4 Graduation Rate</p> <p>1.5 EL Progress Indicator</p> <p>1.6 Drop Out Rate</p> <p>1.8 Grade of "C" or higher rate</p> <p>1.10 EL Reclassification Rate</p> <p>1.12 iReady Scores</p> <p>1.13 Work Completion Rate</p>
<b>1.8</b>	<p><b>Action:</b> Increase students "prepared" in College &amp; Career Indicator</p> <p><b>Need:</b> Increase students "prepared" in College &amp; Career Indicator.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Increase students "prepared" in College &amp; Career Indicator (Action 1.8): This action is principally directed at eCademy's unduplicated students in an effort to provide CTE pathway courses that increase student CTE Pathway Completers.</p>	<p>1.1 ELA Indicator</p> <p>1.2 Math Indicator</p> <p>1.4 Graduation Rate</p> <p>1.5 EL Progress Indicator</p> <p>1.6 Drop Out Rate</p> <p>1.8 Grade of "C" or higher rate</p> <p>1.10 EL Reclassification Rate</p> <p>1.12 iReady Scores</p> <p>1.13 Work Completion Rate</p> <p>1.15 CTE Course Completion</p>
<b>2.2</b>	<p><b>Action:</b> Family/student Events &amp; Recognition</p>	<p>Student Recognition (Action 2.2): This action is principally directed at eCademy's unduplicated</p>	<p>2.1 Chronic Absenteeism Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Need:</b> Materials/Supplies/Refreshments/Snacks  <b>Scope:</b> Schoolwide	students in an effort to provide recognition and incentives to students to improve school culture, connection to school and mental well - being. Students will earn recognitions and opportunities throughout the school year in an effort to highlight their successes and participation in the areas of academics, school community engagement, music, community service, and positive character. Unduplicated students and families make-up the largest portion of attendees.	2.2 Attendance Rates 2.9 Attendance of school events
2.3	<b>Action:</b> California Healthy Kids Survey  <b>Need:</b> Administer Survey  <b>Scope:</b> Schoolwide	CHKS (Action 2.3): Turlock USD and eCademy Charter administered the California Healthy Kids Survey (grades 7, 9, and 11). Data from the survey(s) provide valuable feedback that support eCademy's LCAP Goals and TUSD's Initiatives of enhancing and expanding opportunities to increase parent involvement, collaboration, and partnerships with families and the community.	2.3 California Healthy Kids Survey
2.4	<b>Action:</b> CARE Clinician  <b>Need:</b> Part - Time mental health service clinician.  <b>Scope:</b> LEA-wide	Care Clinician (Action 2.4): This action is principally directed at eCademy's unduplicated students in an effort to improve student social emotional well-being with equitable practices for all students & staff. Also, means to a social-emotional curriculum and the opportunity for a safe place for students to learn about mental health and self-reflection.	2.1 Chronic Absenteeism Indicator 2.2 Attendance Rates 2.3 California Healthy Kids Survey 2.8 Social Emotional Services
2.5	<b>Action:</b> PBIS Implementation  <b>Need:</b> Student incentive prizes	Positive Behavior Intervention System (Action 2.5): This action is principally directed at eCademy's unduplicated students in an effort to provide PBIS protocols and student incentives to encourage	2.6 Suspension Rate Indicator 2.7 PBIS Protocols Established 2.8 SEL Services Provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide	positive student behavior and build a positive school climate.	
<b>2.6</b>	<b>Action:</b> Increase social media presence  <b>Need:</b> Stipend for a staffer to run the school's social media  <b>Scope:</b> Schoolwide	Increase Social Media Presence (Action 2.6): This action is directed at all students and families to assure they have access and follow school happenings and events.	2.1 Chronic Absenteeism Indicator 2.2 Attendance Rates 2.3 California Healthy Kids Survey 2.4 K-6 Enrichment Participation 2.9 Attendance of school-wide family events to build community
<b>2.7</b>	<b>Action:</b> Study Trips  <b>Need:</b>   <b>Scope:</b> Schoolwide	Study Trips (Action 2.7): This action is principally directed at unduplicated students district-wide to support access and opportunity for enrichment, guaranteed and viable learning experiences, college visitations for under-represented, first generation students, and experiences that support and align to CTE pathways. Also, K - 6 students having access to study trips aligned to their learning. Data collected has strongly supported the need for providing transportation and food to industry and colleges to support secondary students' career choices/aspirations. Without transportation, unduplicated students' enriched and extended learning opportunities would be limited or non-existent.	2.3 California Healthy Kids Survey 2.4 K-6 Enrichment Participation 2.9 Attendance of school-wide family events to build community
<b>3.5</b>	<b>Action:</b> Tier II Support  <b>Need:</b>	Tier II Support (Action 3.5): This action is principally directed at eCademy's unduplicated students in an effort to provide interventions that increase student achievement and mental health.	3.8 Meet all TUSD and state testing requirements 3.9 EL Para Position

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL Para Position</p> <p><b>Scope:</b> LEA-wide</p>	The multi-tiered system of supports is a tiered approach that provides Tier I - Tier II options. Primarily, an EL Paraprofessional will provide student individual targeted support, student skill level support, and EL students additional academic language support services.	3.10 Implementation of Academic Standards Local Indicator
3.7	<p><b>Action:</b> Professional Learning Communities</p> <p><b>Need:</b> Improve on student absenteeism currently at 62.9 % chronically absent/Orange (2023 Dashboard) and Mathematics Indicator at 182.3 points below standard/Orange 3.37% Met or Exceeded Standard (2023 Dashboard).</p> <p><b>Scope:</b> Schoolwide</p>	2 PD days available to all staff; trainings available focused on core Edgenuity content, technology, interventions, and social-emotional learning. In addition to weekly PLC time. Also, site administration visiting three classrooms on average per day, utilizing data and collective commitments data to guide PLC discussions.	3.3 Access to professional development, 3.4 Collective Commitments
5.1	<p><b>Action:</b> Facilities</p> <p><b>Need:</b> To remain a safe and secure campus especially on district training days on our campus in the professional development center room.</p> <p><b>Scope:</b> Schoolwide</p>	Facilities (Action 5.1): this action directly impacts our unduplicated students to ensure all facilities—classrooms, SPACE, school offices, school grounds, Professional Development Center, and restrooms—are maintained with TUSD-standards and a site-based custodial model to provide expectations and monitoring of such in order to provide them with a safe, clean, and structured educational environment.	5.1 Monthly & annual site inspections, 5.4 Campus Safety Checks.

**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

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

**Additional Concentration Grant Funding**

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:15.6
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:56.7

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	1,568,251	396,060	25.255%	8.004%	33.259%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$963,201.00	\$63,500.00			\$1,026,701.00	\$240,100.00	\$786,601.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	MTSS	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12		\$64,000.00	\$5,000.00	\$69,000.00				\$69,000.00
1	1.2	Incentivize Work Completion	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
1	1.3	Music/Performing Arts & Fine Arts	All		No			Specific Schools: eCademy Charter		\$41,000.00	\$20,000.00		\$61,000.00			\$61,000.00
1	1.4	Data Entry	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12		\$16,600.00	\$1,000.00	\$17,600.00				\$17,600.00
1	1.5	K-6 Homeschool	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 6		\$0.00	\$221,101.00	\$221,101.00				\$221,101.00
1	1.6	Educational Services	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12		\$0.00	\$167,000.00	\$167,000.00				\$167,000.00



Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Increase students "prepared" in College & Career Indicator	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy 7 - 12		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
2	2.1	SEL Class	All		No			Specific Schools: eCademy Charter		\$40,000.00	\$5,000.00	\$45,000.00				\$45,000.00
2	2.2	Family/student Events & Recognition	All		No Yes	Schoolwide		Specific Schools: eCademy charter K - 12		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
2	2.3	California Healthy Kids Survey	All		No Yes	Schoolwide		Specific Schools: eCademy Charter K - 12		\$0.00	\$0.00	\$0.00				\$0.00
2	2.4	CARE Clinician	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
2	2.5	PBIS Implementation	All		No Yes	Schoolwide		Specific Schools: eCademy Charter		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
2	2.6	Increase social media presence	All		No Yes	Schoolwide		Specific Schools: eCademy Charter		\$1,000.00	\$0.00	\$1,000.00				\$1,000.00
2	2.7	Study Trips	All		No Yes	Schoolwide		Specific Schools: eCademy Charter		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
2	2.8	Hot Spots	Families in need, SED, request English Learners Foster Low	Youth Income	No		English Learners Foster Youth Low Income	Specific Schools: eCademy K - 12		\$0.00	\$2,500.00		\$2,500.00			\$2,500.00
2	2.9	Track Students On and Off Campus	All		No			Specific Schools: eCademy		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.1	Professional Development	All		No			Specific Schools:		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							eCademy Charter								
3	3.2	Classroom Technology	All	No			Specific Schools: eCademy Charter		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
3	3.3	Curriculum	All	No			Specific Schools: eCademy Charter		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
3	3.4	21st Century Skills	All	No			Specific Schools: eCademy charter 9 -12		\$0.00	\$105,000.00	\$105,000.00				\$105,000.00
3	3.5	Tier II Support	EL English Low Learners Income	No Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter	Yearly	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00
3	3.6	Training for science curriculum for K - 6													
3	3.7	Professional Learning Communities	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: eCademy		\$5,000.00	\$0.00	\$5,000.00				\$5,000.00
4	4.1	Parent information/Activity Nights	All	No			Specific Schools: eCademy Charter		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
4	4.2	Communications	All	No			Specific Schools: eCademy Charter		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
4	4.3	Social Media Coordinator	All	No			Specific Schools: eCademy Charter		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
5	5.1	Facilities	All	No Yes	Schoolwide		Specific Schools: eCademy Charter		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00
5	5.2	Safety Trainings	All	No			Specific Schools: eCademy Charter		\$2,500.00	\$0.00	\$2,500.00				\$2,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.3	Electronic check in and out of school system (e.g.Google QR Code scanner)	All	No			Specific Schools: eCademy Charter		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
1,568,251	396,060	25.255%	8.004%	33.259%	\$702,701.00	0.000%	44.808 %	<b>Total:</b>	\$702,701.00
								<b>LEA-wide Total:</b>	\$615,701.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$87,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	MTSS	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	\$69,000.00	
1	1.2	Incentivize Work Completion	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	\$1,000.00	
1	1.3	Music/Performing Arts & Fine Arts				Specific Schools: eCademy Charter		
1	1.4	Data Entry	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	\$17,600.00	
1	1.5	K-6 Homeschool	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 6	\$221,101.00	
1	1.6	Educational Services	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	\$167,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Increase students "prepared" in College & Career Indicator	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy 7 - 12	\$50,000.00	
2	2.1	SEL Class				Specific Schools: eCademy Charter	\$45,000.00	
2	2.2	Family/student Events & Recognition	Yes	Schoolwide		Specific Schools: eCademy charter K - 12	\$1,000.00	
2	2.3	California Healthy Kids Survey	Yes	Schoolwide		Specific Schools: eCademy Charter K - 12	\$0.00	
2	2.4	CARE Clinician	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter	\$50,000.00	
2	2.5	PBIS Implementation	Yes	Schoolwide		Specific Schools: eCademy Charter	\$5,000.00	
2	2.6	Increase social media presence	Yes	Schoolwide		Specific Schools: eCademy Charter	\$1,000.00	
2	2.7	Study Trips	Yes	Schoolwide		Specific Schools: eCademy Charter	\$5,000.00	
2	2.8	Hot Spots			English Learners Foster Youth Low Income	Specific Schools: eCademy K - 12		
2	2.9	Track Students On and Off Campus				Specific Schools: eCademy	\$1,000.00	
3	3.1	Professional Development				Specific Schools: eCademy Charter	\$30,000.00	
3	3.2	Classroom Technology				Specific Schools: eCademy Charter	\$15,000.00	
3	3.3	Curriculum				Specific Schools: eCademy Charter	\$50,000.00	
3	3.4	21st Century Skills				Specific Schools: eCademy charter 9 -12	\$105,000.00	
3	3.5	Tier II Support	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter	\$40,000.00	
3	3.7	Professional Learning Communities	Yes	Schoolwide	English Learners Low Income	Specific Schools: eCademy	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Parent information/Activity Nights				Specific Schools: eCademy Charter	\$5,000.00	
4	4.2	Communications				Specific Schools: eCademy Charter	\$5,000.00	
4	4.3	Social Media Coordinator				Specific Schools: eCademy Charter	\$1,000.00	
5	5.1	Facilities	Yes	Schoolwide		Specific Schools: eCademy Charter	\$70,000.00	
5	5.2	Safety Trainings				Specific Schools: eCademy Charter	\$2,500.00	
5	5.3	Electronic check in and out of school system (e.g. Google QR Code scanner)				Specific Schools: eCademy Charter	\$1,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$807,705.00	\$506,012.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	CTE	Yes	\$8,000.00	\$5,000.00
1	1.2	MTSS	Yes	\$35,000.00	\$38,778.00
1	1.3	College & Career	Yes	\$40,769.00	\$0.00
1	1.4	Incentivizing Work Completion	Yes	\$1,000.00	\$1,164.00
1	1.5	Music	Yes	\$4,000.00	\$4,155.00
1	1.6	SEL Class	Yes	\$5,000.00	\$699.00
1	1.7	Data Entry	Yes	\$10,000.00	\$15,761.00
1	1.8	Study Trip Transportation	Yes	\$5,000.00	\$160.00
1	1.9	K-6 Homeschool	No	\$221,101.00	\$150,585.00

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	1.12	Educational Services	Yes	\$162,118.00	\$166,767.00
1	1.14	PSAT	Yes	\$3,000.00	\$0.00
1	1.19	Events & Recognitions	Yes	\$7,500.00	\$3,754.00
1	1.22	Student Input	No		\$0.00
2	2.3	Diversity & Inclusion Supports	Yes	\$30,000.00	\$425.00
2	2.4	AP Testing	Yes	\$1,000.00	\$300.00
2	2.6	Ethnic studies	No	\$7,165.00	\$0.00
3	3.4	Professional Development	Yes	\$30,000.00	\$5,870.00
3	3.5	Classroom Technology	Yes	\$10,000.00	\$1,895.00
3	3.7	Professional Learning Communities	Yes	\$2,160.00	\$2,016.00
3	3.8	Curriculum	No	\$42,000.00	\$30,950.00
3	3.11	21st Century Skills	Yes	\$103,892.00	\$2,777.00
3	3.13	Parent Conferences	Yes	\$5,000.00	\$50.00
4	4.2	Parent Information Nights	Yes	\$500.00	\$0.00



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)
4	4.3	Communication	Yes	\$1,000.00	\$1,166.00
4	4.5	ELA/Math resources	No	\$0.00	\$0.00
5	5.1	Facilities	No	\$70,000.00	\$73,740.00
5	5.2	Safety Trainings	Yes	\$2,500.00	\$0.00
5	5.5	Shade structures	No		

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
353,034	\$462,439.00	\$234,318.00	\$228,121.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	CTE	Yes	\$8,000.00	\$5,000.00		
1	1.2	MTSS	Yes	\$35,000.00	\$27,900.00		
1	1.3	College & Career	Yes	\$40,769.00	\$0.00		
1	1.4	Incentivizing Work Completion	Yes	\$1,000.00	\$1,164.00		
1	1.5	Music	Yes	\$4,000.00	\$4,155.00		
1	1.6	SEL Class	Yes	\$5,000.00	\$699.00		
1	1.7	Data Entry	Yes	\$10,000.00	\$15,761.00		
1	1.8	Study Trip Transportation	Yes	\$5,000.00	\$160.00		
1	1.12	Educational Services	Yes	\$157,118.00	\$166,767		
1	1.14	PSAT	Yes	\$3,000.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	Events & Recognitions	Yes	\$7,500.00	\$3,754.00		
2	2.3	Diversity & Inclusion Supports	Yes	\$30,000.00	\$0.00		
2	2.4	AP Testing	Yes	\$1,000.00	\$0.00		
3	3.4	Professional Development	Yes	\$30,000.00	\$1,054.00		
3	3.5	Classroom Technology	Yes	\$10,000.00	\$1,895.00		
3	3.7	Professional Learning Communities	Yes	\$2,160.00	\$2,016.00		
3	3.11	21st Century Skills	Yes	\$103,892.00	\$2,777.00		
3	3.13	Parent Conferences	Yes	\$5,000.00	\$50.00		
4	4.2	Parent Information Nights	Yes	\$500.00	\$0.00		
4	4.3	Communication	Yes	\$1,000.00	\$1,166.00		
5	5.2	Safety Trainings	Yes	\$2,500.00	\$0.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,483,210	353,034	0.0%	23.802%	\$234,318.00	0.000%	15.798%	\$118,716.00	8.004%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- 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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