

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Charter High

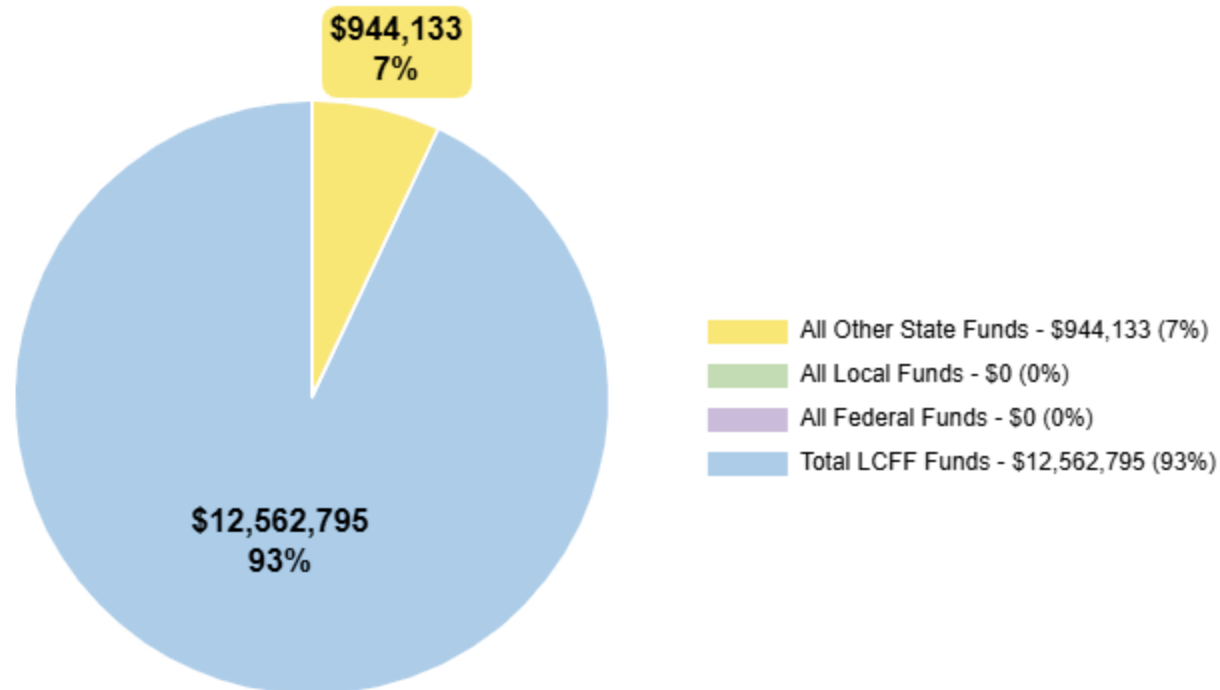
CDS Code: 37681063731023

School Year: 2025-26

LEA Contact Information: Shawn Roner | executive-director@amhcs.org | 7607373154

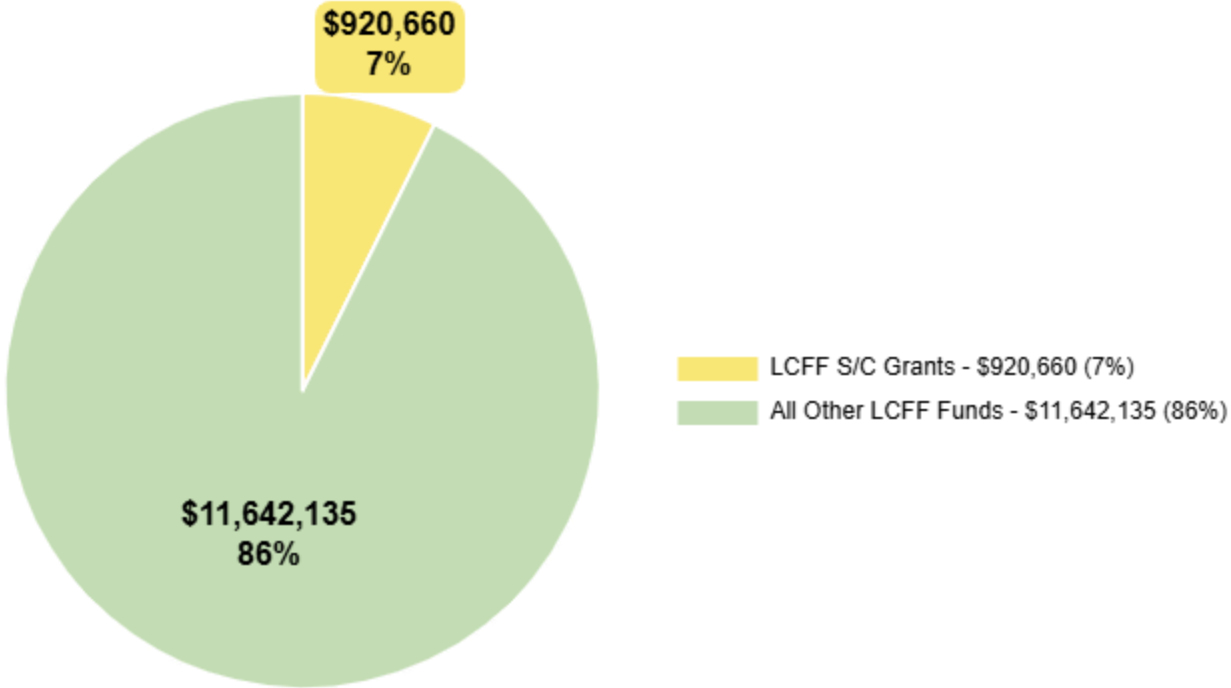
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

Budget Overview for the 2025-26 School Year Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$944,133	7%
All Local Funds	\$0	0%
All Federal Funds	\$0	0%
Total LCFF Funds	\$12,562,795	93%

Breakdown of Total LCFF Funds



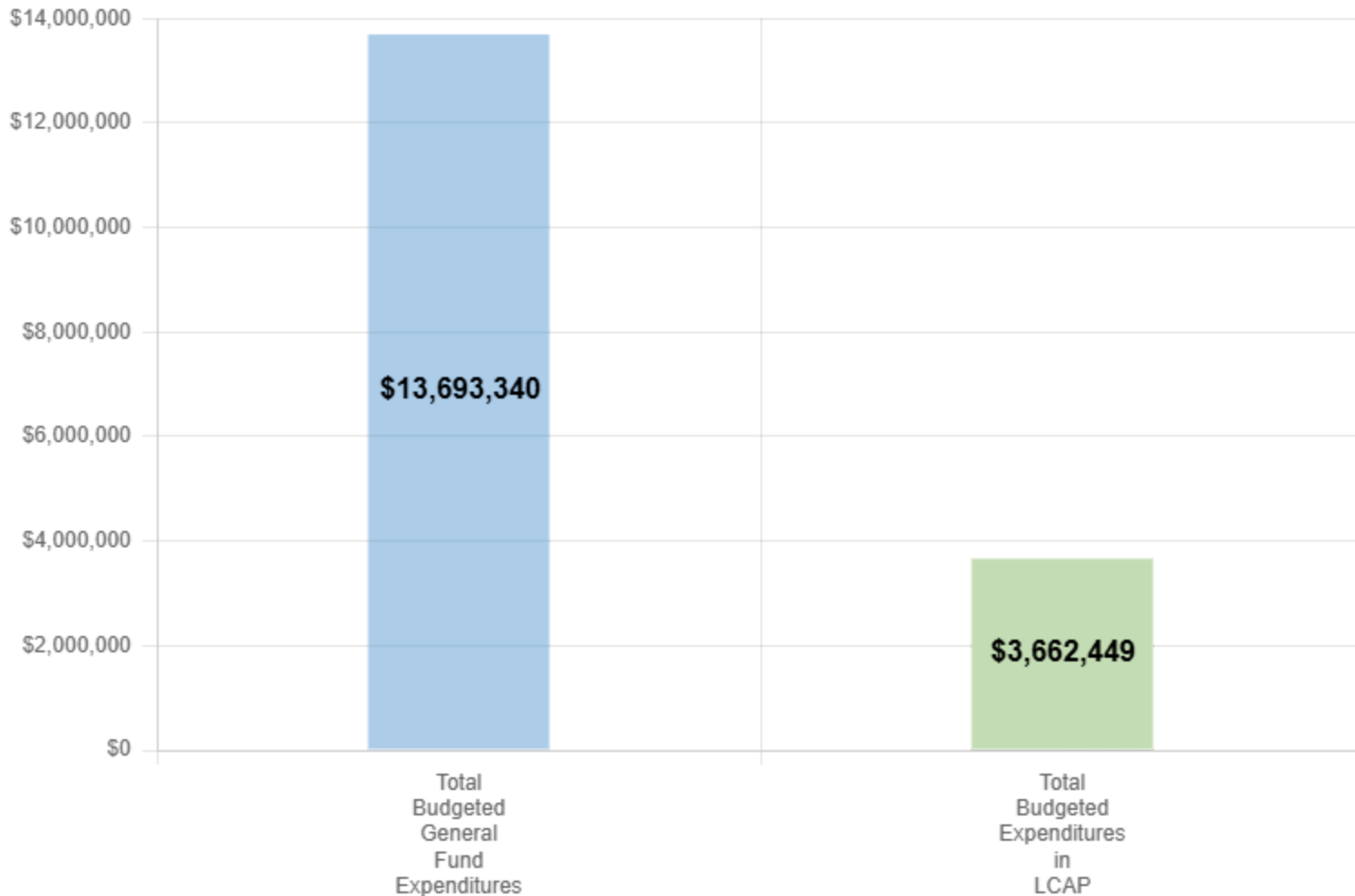
Source	Funds	Percentage
LCFF S/C Grants	\$920,660	7%
All Other LCFF Funds	\$11,642,135	86%

These charts show the total general purpose revenue Escondido Charter High expects to receive in the coming year from all sources.

The total revenue projected for Escondido Charter High is \$13,506,928, of which \$12,562,795 is Local Control Funding Formula (LCFF), \$944,133 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$12,562,795 in LCFF Funds, \$920,660 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 funds to serve students.

Budgeted Expenditures in the LCAP



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

Escondido Charter High plans to spend \$13,693,340 for the 2025-26 school year. Of that amount, \$3,662,449 is tied to actions/services in the LCAP and \$10,030,891 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

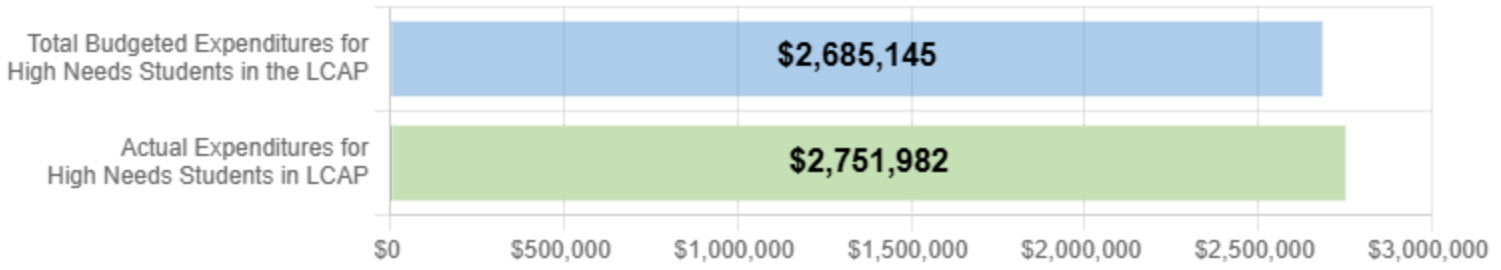
General Fund costs not directly supporting the goals and actions listed in the LCAP were omitted from its budgeting process. These expenditures may include salaries and benefits for teachers, administrators, and support staff. In addition, maintenance and operations, facilities, utilities, professional services (e.g., auditing, legal, etc.), equipment, and basic supplies, all necessary for school operation, were not included in the LCAP.

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

In 2025-26, Escondido Charter High is projecting it will receive \$920,660 based on the enrollment of foster youth, English learner, and low-income students. Escondido Charter High must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Charter High plans to spend \$2,367,077 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Escondido Charter High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Escondido Charter High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2024-25, Escondido Charter High's LCAP budgeted \$2,685,145 for planned actions to increase or improve services for high needs students. Escondido Charter High actually spent \$2,751,982 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$-66,837 had the following impact on Escondido Charter High's ability to increase or improve services for high needs students:

Slightly more was spent than budgeted. Most of this was due to personnel costs.

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
Escondido Charter High	Shawn Roner Executive Director	executive-director@amhcs.org 7607373154

Plan Summary 2025-26

General Information

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

Escondido Charter High School (ECHS), which will enter its 30th year in the 2025–26 school year, is located in the city of Escondido in northern San Diego County. With an average enrollment of approximately 930 students, ECHS serves a diverse student body through two distinct instructional models: the Traditional Classroom option and the Flex option. The Flex option offers a range of scheduling choices—from once-a-week, one-on-one instruction to full-time, flexible on-campus classroom learning. This variety in educational delivery ensures that students’ individual learning needs and preferences are met. The school’s supplemental funding through the Local Control Funding Formula (LCFF) is determined by its socioeconomically disadvantaged student population, which consistently comprises more than forty percent of total enrollment.

Reflections: Annual Performance

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

ECHS continues to uphold its consistently high levels of performance. In the 2023–24 school year, the school sustained an exceptional graduation rate of 97.1%. Nearly 70% of graduates met the A–G requirements for admission to the UC and CSU systems, and close to one-third completed at least one semester of college credit coursework. ECHS is deeply committed to helping students succeed after high school and is always looking for ways to grow, even with its already strong results. Suspension and expulsion rates, already low, improved further in 2023–24, with only 1.1% of students suspended. This continued improvement is supported by small class sizes, which allow for more individualized support, and the visible presence of staff, which fosters a safe and orderly campus environment. The fair and consistent application of discipline policies also reinforces positive behavior and contributes to a respectful school culture. Student achievement on the California Assessment of Student Performance and Progress (CAASPP) rebounded in 2023–24, following a brief, one-year dip. ECHS implemented Smarter Balanced Interim Assessments to help diagnose and address learning gaps. These assessments, paired with individualized lesson planning, have driven improvement in core subject areas. As a result, 76% of students met or exceeded standards in ELA, 54% in math, and 54% in science, reflecting a strong academic recovery and renewed instructional focus. While English Learner progress appeared to decline, the relatively small size of the cohort means that even slight changes in individual performance can lead to disproportionately large shifts in reported outcomes. Nevertheless, ECHS remains committed to supporting this group through continued investment in targeted resources and instructional strategies. ECHS

continues to celebrate its unique “Charter” traditions, such as Saxon Day, the Progressive Dinner, Senior Exhibition, and the Spring Arts Festival. The school has also expanded its calendar of events to include Science Night, Freshman Family Night, and multiple performing arts and choral presentations, offering more opportunities for students to engage with the school community and showcase their talents. As in previous years, ECHS seniors have applied to, and been accepted at, many of the nation’s top universities. Learning Recovery Emergency Block Grant (LREBG) ECHS has unexpended LREBG funds for the 2025-26 school year. The ECHS needs assessment did not identify any schoolwide deficiencies in English Language Arts (ELA), mathematics, or chronic absenteeism. Instead, the analysis highlighted specific student groups in need of targeted support. These include English Learners, who demonstrated elevated rates of chronic absenteeism; students with disabilities, who showed lower performance in both ELA and math; and individual students across all groups who are performing below standard in ELA and math. Additionally, the assessment identified students who were either chronically absent or at risk of becoming chronically absent. These findings will inform targeted interventions designed to address the needs of these specific populations without indicating a need for schoolwide corrective initiatives. Based on the needs assessment the following goals and actions will be funded in part by LREBG funds: 2.2, 2.4, 2.6, 2.7, 2.8, 3.5, and 3.6. These actions expand instructional time, increase access to tutoring, and provide targeted support for credit-deficient students. They also incorporate progress monitoring, personalized interventions, and the delivery of services through a Multi-Tiered System of Supports (MTSS). Together, these efforts ensure that struggling students—particularly English Learners and students with disabilities—receive the academic and social-emotional support needed to recover learning and stay on track for success.

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

Escondido Charter High School (ECHS) employs a range of strategies to engage educational partners, including regular updates, volunteer opportunities, family-centered events, and direct parent-teacher communication. The school maintains an ongoing dialogue with the families of economically disadvantaged students and English Learners (ELs), using their input to inform and refine strategies that support academic growth. ECHS works closely with the Parent Volunteer Organization (PVO) to identify school needs that can be addressed through volunteer efforts and community donations. The PVO actively encourages parent involvement and leadership in various school projects. In addition, ECHS invites parents to participate in in-person board meetings, offering opportunities to discuss school policies and provide feedback on school operations. Collected and reviewed input from annual surveys targeting parents, students, English Learners and their families, as well as other educational partners. 1. Collected and reviewed input from annual surveys targeting parents, students, English Learners and their families, as well as other educational partners. 2. Collaborated with the leadership team to develop the draft LCAP, integrating their insights and recommendations. 3. Publicized the opportunity for community feedback through multiple channels, including weekly schoolwide communications such as Charter Notes, Heritage Notes, and Heritage Flex Notes. 4. Gathered comprehensive input from teachers and staff through surveys and focus groups. 5. Posted the 2025–2026 draft LCAP on the school website to ensure access for all educational partners prior to the public hearing. 6. Held a public hearing on June 4, 2025, to present and discuss the draft LCAP with the broader community. 7. Officially adopted the 2025–2026 LCAP during the Governing Board meeting on June 11, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Provide quality instruction via properly credentialed teachers and create a safe, welcoming climate for students and their families, while maintaining a secure, clean, and well-repaired campus.	Maintenance

State Priorities addressed by this goal.

State Priorities 1 and 6.

An explanation of why the LEA has developed this goal.

Goal 1 was developed to address the following State Priorities: State Priority 1 - Basic Conditions of Learning State Priority 6 - School Climate Escondido Charter High School developed Goal 1 to address several issues crucial for providing a quality education. Historically, charter schools have had more flexibility with teacher assignments. Due to changes in state law, the school is now ensuring that quality teachers are assigned only to courses for which they are appropriately credentialed. The school is committed to offering professional development opportunities to help teachers meet these new requirements. Additionally, the importance of providing each student with standards-aligned instructional materials is recognized. To ensure this, the school annually reviews resources and makes necessary purchases. Creating a safe and welcoming environment is also a priority. The school plans to maintain good order on campus through consistent discipline and positive reinforcement. Activities that uplift and support a positive school climate are provided to students. Campus security, maintenance, and cleanliness are key factors in delivering quality education. Over the past few years, the school has strengthened security measures and continually reviews policies and procedures to ensure they are up to date and effective. The school maintains facilities that are clean, in good repair, and holds an "Exemplary" facilities rating, ensuring a high standard is upheld for the learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of Teacher Mis-assignments	4 Mis-assigned teachers	4 Mis-assigned teachers		All teachers assigned appropriately	None
2	Suspension/Expulsion Dashboard Indicator	All: Green indicator (2% suspended at least one once, declined 2.5%) Economically Disadvantaged: Green (2.4% suspended at least once, declined 2.7%)	All: Green indicator (1.1% suspended at least one once) Economically Disadvantaged: Green (0.8% suspended at least once) English Learners: No Color		All: Maintain Economically Disadvantaged: Maintain English Learners: Reduce (<3%)	All groups experienced reductions, with the exception of English Learners.

		English Learners: No Color (4.7% suspended at least once, declined .7%)	(9.5% suspended at least once)			
3	Facilities Inspection and Reporting Tool	Maintenance completed on schedule and facilities rated exemplary.	Maintenance completed on schedule and facilities rated exemplary.		Maintain exemplary facilities rating.	None. The district maintained an exemplary facilities rating.

Goal Analysis for 2025-26

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.

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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

There were no major differences between budgeted and estimated actual expenditures. Slightly more was spent on standards-aligned resources and materials, while minor savings were realized in personnel costs related to maintaining a safe and well-ordered campus.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions have been highly productive in supporting progress toward the goal. Most actions in Goal One were designed to maintain ECHS's already high standards, and they have continued to effectively sustain strong performance through the first year of 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.

No changes will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credential Alignment and Professional Development	The school will ensure that teachers are assigned to courses that match their credentials and will partner with High Tech High's induction program to help teachers clear their credentials.	\$9,715.00	No
Action #2	Instructional Resources	The school will purchase resources necessary to ensure that all students will have access to standards-aligned instructional and supplemental materials and resources. This will include textbooks, lab equipment and supplies, online courseware (Canvas, Edmentum, etc.), Chromebooks, and other standards-aligned instructional and supplemental materials and resources as needed.	\$55,900.00	No
Action #3	Good Order and Discipline	The school will maintain a well-ordered campus environment by applying student discipline policies fairly and consistently, aiming to decrease the number of suspensions and expulsions, especially for students with disabilities, socio-economically disadvantaged students, or English learners. The focus will also be on character development, maintaining small class sizes to enhance classroom management, supporting various clubs and organizations to promote a positive school climate, and providing training on crisis intervention for all counselors and appropriate staff.	\$85,418.00	Yes
Action #4	Campus Security and Safety	The school will maintain a closed campus policy with secure points of entry and deploy full-time security	\$184,567.00	No

Action #	Title	Description	Total Funds	Contributing
		personnel, security technology, and a visitor screening system to ensure campus security. Additionally, the school will provide student supervision before and after school, as well as during lunch, to maintain a safe environment.		
Action #5	Campus Cleaning and Maintenance	All facilities will be cleaned and maintained according to the school's cleaning protocols and comprehensive facilities maintenance and repairs schedule.	\$283,801.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	Improve academic achievement in all courses required by the state with an emphasis on ELA, Math, and Science, and increase college and career readiness.	Broad

State Priorities addressed by this goal.

State Priorities 2, 4, 5, 7, and 8.

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address the following State Priorities: State Priority 2 - State Standards State Priority 4 - Pupil Achievement [standardized tests, EL, early college readiness] State Priority 5 - Pupil Engagement [Classical Learning, graduation tracking] State Priority 7 - Course Access [Classical Learning, expanded course offerings & dual enrollment] State Priority 8 - Other Pupil Outcomes [non-standardized coursework achievement] Escondido Charter High School developed Goal 2 to improve student performance in all subject areas. The school has diligently modified and adapted its coursework to comply with recently approved state academic content and performance standards. The ongoing implementation of the Next Generation Science Standards is expected to enhance student performance as they become fully integrated. Efforts to align course content within and between grade levels aim to eliminate learning gaps and ensure smooth transitions for students. Standardized testing data are used to identify areas for curriculum improvement, supplemented by interim assessments that provide valuable feedback for instructional adjustments. Economically disadvantaged students have underperformed in English language arts (ELA), math, and science compared to the school's average, prompting the provision of supplemental learning opportunities across all required courses. The school employs multiple strategies to prepare students for college and careers, offering all UC a-g courses on campus for Traditional and Flex students. The school continues to explore opportunities for developing additional UC a-g courses, and several Career Technical Education (CTE) pathways are set to launch, allowing students to explore skilled careers. Understanding college and industry requirements is vital for college and career readiness. The school provides up-to-date information through grade-specific college seminars and will continue to offer CTE seminars. An annual college application workshop and college visits have been successful and will continue. To maintain its stellar graduation rate, the school will

continue to track progress and encourage timely graduation with the cohort. Additionally, increasing dual enrollment opportunities and articulating courses with Palomar College will enhance college readiness by offering college credit on the high school campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Grade 11 Progress Indicator in CAASPP ELA	All: Yellow (5.4 pts above standard) Economically Disadvantaged: Orange (10.2 pts below standard) English Learners: No Performance Color (114 pts below standard) Students with Disabilities: No Performance Color (2.7 pts below standard)	All: Blue (60.9 pts above standard) Economically Disadvantaged: Blue (49.4 pts above standard) English Learners: No Performance Color (Data not displayed for privacy) Students with Disabilities: No Performance Color (80.5 pts below standard)		All: Green (80 pts above standard) Economically Disadvantaged: Green (15 pts above standard) English Learners: No Performance Color (50 pts below standard) Students with Disabilities: No Performance Color (At standard)	Scores improved significantly in Year One for most student groups, including the economically disadvantaged subgroup, which moved from below standard to above standard. While performance among students with disabilities declined, the school remains committed to targeted interventions and supports to ensure all students have the opportunity to succeed.
2	Grade 11 Progress Indicator in CAASPP Math	All: Yellow (54.5 pts below standard) Economically Disadvantaged: Orange (78.4 pts below standard) English Learners: No Performance Color (197 pts below standard) Students with Disabilities: No Performance Color (102.3 pts below standard)	All: Blue (0.7 pts above standard) Economically Disadvantaged: Green (20 pts below standard) English Learners: No Performance Color (Data not displayed for privacy) Students with Disabilities: No Performance Color (156.7 pts below standard)		All: Green (at standard) Economically Disadvantaged: Green (<25 pts below standard) English Learners: No Performance Color (<100 pts below standard) Students with Disabilities: No Performance Color (<100 pts below standard)	Math scores improved substantially in Year One for the overall student population, with the economically disadvantaged subgroup showing strong gains that brought performance closer to or above the standard. While some groups, such as students with

						disabilities, experienced a decline, the school is actively implementing targeted supports to address these needs and ensure progress for all learners.
3	Grade 12 Scores on CAST	All: No Color, 40.44% Economically Disadvantaged: No Color 32.72% English Learners: Data unavailable per privacy rules* *In order to protect student privacy, the CDE doesn't release data on test results where 10 or fewer students tested.	All: No Color, 54.04% Economically Disadvantaged: No Color 46.40 % English Learners: No Performance Color (Data not displayed for privacy)		All: No Color, >50% Economically Disadvantaged: No Color, >40% English Learners: Data unavailable per privacy rules* *In order to protect student privacy, the CDE doesn't release data on test results where 10 or fewer students tested.	Science scores improved notably in Year One for all students, including the economically disadvantaged subgroup.
4	English Learner Progress Indicator	English Learners: No Performance Color (63.2% making progress towards English proficiency, "High" progress level)	English Learners: No Performance Color (31.6% making progress towards English proficiency, "Low" progress level)		English Learners: Maintain "High" English Proficiency progress level.	English Learner progress declined in Year One, shifting from a high to a low progress level; however, results were affected by a smaller population of EL students.

5	College/Career Indicator	All: No Performance Color (58.4% prepared) Economically Disadvantaged: No Performance Color (47.3% prepared) Students with Disabilities: No Performance Color (27.8% prepared)	All: Orange (54.1% prepared) Economically Disadvantaged: Orange (44.7% prepared) Students with Disabilities: No Performance Color (28.6% prepared)		All: No Performance Color (>65% prepared) Economically Disadvantaged: No Performance Color (>55% prepared) Students with Disabilities: No Performance Color (>33% prepared)	College and career readiness declined slightly in Year One for the overall student population, including the economically disadvantaged subgroup, reflecting the impact of lower CAASPP scores from the prior year. However, the students with disabilities subgroup demonstrated a modest increase in preparedness, signaling progress in targeted support efforts.
6	Percentage of Graduates Meeting A-G Requirements	All: 64.7% Economically Disadvantaged: 56.3%	All: 68.0% Economically Disadvantaged: 57.1%		All: >70% Economically Disadvantaged: >60%	The percentage of students meeting A–G requirements improved in Year One for all students, including the economically disadvantaged subgroup.
7	Graduation Rate Indicator	All: Blue (95.3%) Economically Disadvantaged: Green (94%) Students with Disabilities: (83.3%)	All: Blue (97.1%) Economically Disadvantaged: Blue (96.6%) Students with Disabilities: (100%)		All: Maintain >95% Economically Disadvantaged: Green (>95%) Students with Disabilities: (>90%)	Graduation rates improved in Year One for all students, including the economically disadvantaged subgroup, with all groups reaching top-tier performance levels. Notably, the students with disabilities subgroup

					achieved a 100% graduation rate, highlighting the effectiveness of targeted supports and interventions.
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Goal Analysis for 2025-26

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.

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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.

Summer school enrollment exceeded expectations, requiring additional funds to support increased staffing and more fully meet student needs. Additionally, an unexpected opportunity allowed for expanded support of Action Three through professional development at the National Symposium for Classical Education.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the actions have been very effective in supporting progress toward the goal. CAASPP ELA and math scores showed significant gains, implementation of Classical Learning remains on track, access to dual credit and college courses continues to expand, A–G completion increased, and the graduation rate reached an all-time high. While the College/Career Indicator is a multi-year measure with complex pathways, resources will continue to be directed toward this area, with measurable impact expected next year. Due to the relatively small size of the English Learner cohort, even minor variations in individual performance can produce disproportionately large shifts in reported percentages. Nevertheless, ECHS remains committed to supporting this group through continued investment in targeted resources and instructional strategies.

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 will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Standards Alignment & Course Improvement	The school will update ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. The school will track standardized test performance, and use the data to inform decisions on course improvement. Teachers are receiving professional development to assist in this effort.	\$351,751.00	Yes
Action #2	Additional Instruction & Data Informed Prescriptive Work to Improve Student Performance	The school will use tutorials, progress testing and tracking, prescriptive work, Saturday School, and parental contact to increase student performance on subjects with and without standardized testing. Priority will be given to struggling students, English language (EL) learners, special education students (SPED), and students with a Section 504 plan (504). LREBG Action Metrics 2.1 & 2.2 2025-26 Funding: \$40,684	\$596,090.00	Yes
Action #3	Implement Adoption of Classical Learning	The school will undertake a multi-year development and implementation of Classical Learning, which will focus on the systematic study of classical texts, logical reasoning, and rhetorical skills. This program is designed to enhance students' critical thinking, literacy, and communication abilities. Key components supported by this action include professional development for staff, curriculum revision, and tracking of implementation fidelity.	\$233,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	English Language (EL) Learner Designated Supports	EL learners will receive additional support and resources, such as specialized curriculum, dedicated instructional aides, and a reading specialist, to aid in achieving English proficiency. LREBG Action Metric 2.4 2025-26 Funding: \$22,723	\$143,687.00	Yes
Action #5	Supplemental Instruction	The school will provide summer school for students who are struggling or have fallen behind their cohort.	\$0.00	Yes
Action #6	Expanded Course Offerings & Dual Enrollment	The school will enhance course content to boost college readiness by continuing to provide all necessary UC a-g courses, create additional CTE pathways, and by expanding dual enrollment opportunities in collaboration with Palomar College to increase the availability of college credit courses on the high school campus. Additionally, it will offer enrichment classes for Flex students in criminal justice, firefighting, 3-D printing, and graphic design, outside of the general education classroom, utilizing appropriately credentialed teachers and all necessary resources. LREBG Action Metric 2.5 2025-26 Funding: \$108,204	\$459,835.00	Yes
Action #7	College/Career Preparedness	Student Services personnel will conduct grade-appropriate college workshops, Career Technical Education (CTE) seminars, and college visits, and will provide career inventory assessments and guidance to help students prepare for college or a career. LREBG Action Metric 2.5 2025-26 Funding: \$81,368	\$135,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	Graduation Tracking by Cohort	The school will track student progress toward graduation and encourage students to graduate with their cohort. LREBG Action Metric 2.7 2025-26 Funding: \$107,344	\$225,629.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Increase student and family engagement with enhanced support for student social and emotional wellbeing.	Broad

State Priorities addressed by this goal.

State priorities 3, 4, and 6.

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address the following State Priorities: State Priority 3 - Parental Involvement and Family Engagement State Priority 5 - Pupil Engagement State Priority 6 - School Climate The charter school movement was founded on the principle that parents know what is best for their students and have the right to choose the school environment that meets their child's needs. The school believes parents have the primary responsibility for raising and educating their children and should be supported by caring educational professionals. With this in mind, it is the school's responsibility to work with and build relationships with parents and families. The school has developed open lines of communication to share information about students' progress and invite feedback. It consistently seeks feedback from parents and students through various formal (e.g., surveys) and informal (e.g., coffee chats) methods. The school's goal is to develop the "whole" student—intellect, character, and personal talents—to enable success regardless of post-graduation plans. True education of the heart and mind is intertwined. ECHS is committed to providing a character and values program known as Wooden Wins to support students in developing key traits associated with lifelong success and building strong interpersonal relationships. Another core component of developing the "whole" student is the Multi-Tiered System of Support (MTSS) guidebook and comprehensive program, designed to support students' academic, behavioral, and social-emotional needs. MTSS includes targeted interventions tailored to individual student requirements, ensuring that each student receives the specific support they need to succeed. This system allows for early identification of issues and provides tiered levels of support, ranging from whole-class interventions to more intensive, individualized assistance. To encourage engagement, the school will offer a diverse range of activities. These include spirit weeks, assemblies, schoolwide barbecues, and participation in CIF sports. These activities promote a culture of competitive greatness, emphasizing hard work, a positive attitude, teamwork, loyalty, and commitment. By fostering such a culture, the school aims to build a strong sense of community and school spirit, enhancing the overall educational experience for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual LCAP Survey Rating for Question	4.66/5.0 (2023-24 school year)			Maintain >4.5/5.0 (2026-27 school	

	“The school builds trusting and respectful relationships with families.”				year)	
2	Annual LCAP Survey Rating for Question “This school supports the social and emotional well-being of my student.”	4.49/5.0 (2023-24 school year)			Maintain >4.5/5.0 (2026-27 school year)	
3	Construction of the AHCS MTSS Guidebook	Completed one year district leadership learning series through SDCOE. Identified district and site roles, and adopted a four year implementation plan.			The AHCS MTSS Guidebook construction is complete, and the universal screenings and support systems are implemented with fidelity.	

Goal Analysis for 2025-26

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.

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated percentages of improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions have been highly effective in advancing progress toward the goal, maintaining strong parent communication and satisfaction ratings. Building on initial planning, the implementation of key MTSS components—including universal screeners, tiered support matrices, and a comprehensive review of the universal instruction model—has contributed to consistently high parent ratings regarding support for students’ social-emotional well-being.

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 will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parental Engagement & Communication	The school will continue to maintain a comprehensive strategy to deepen parental involvement and ensure open communication. Key initiatives include: 1. Encouraging parent participation in the Parent Volunteer Organization (PVO), board meetings, and school events to cultivate a cooperative educational environment. 2. Employing a variety of communication tools such as bi-monthly progress reports, continuous access to the parent/student portal, and updates via phone, email, the school website, and social media to keep parents well-informed. 3. Providing avenues for parents to express concerns regarding their child's education and maintaining responsive communication channels.	\$146,700.00	No
Action #2	Parent and Student Surveys	The school surveys parents and students to determine the effectiveness of the educational strategies the school employs and receives feedback on school climate.	\$13,034.00	No
Action #3	Relationship and Character Building	The school will continue to offer a character and values program (e.g., Wooden Wins) that supports	\$86,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in developing key traits associated with lifelong success and in building strong interpersonal relationships		
Action #4	Student Engagement	The school will offer a diverse range of activities to encourage student involvement on campus, including spirit week, class competitions, assemblies, schoolwide barbecues, field trips, dances, and Saxon Day. Additionally, participation in CIF sports promotes a culture of competitive greatness, emphasizing hard work, positive attitude, teamwork, loyalty, and commitment.	\$352,984.00	Yes
Action #5	Development & Implementation of MTSS	The school will utilize a Multi-Tiered System of Supports (MTSS) to provide targeted academic interventions, underpinned by a rigorously maintained universal screening calendar and continuous analysis of student achievement data. Efforts to boost academic success include enhancing teachers' instructional practices and fostering a unified understanding of high-quality teaching (Tier 1: Universal Supports). Furthermore, school teams will deliver timely interventions to support the whole child across all grades, and where appropriate, effectively implement Tier 2: Supplemental and Tier 3: Intensified strategies to comprehensively address the diverse learning needs of all students. LREBG Action Metric 3.2 2025-26 Funding: \$66,659	\$92,642.00	Yes
Action #6	Social and Emotional Wellbeing	As part of comprehensive MTSS, school personnel will implement	\$204,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies to support students' social and emotional wellbeing and conduct regular checks to identify and assist those experiencing challenges in these areas. LREBG Action Metric 3.2 2025-26 Funding: \$53,672		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$920,660.00	\$0.00

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
7.91%	0.00%	\$0.00	7.91%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	The school will maintain good order on campus through the fair and consistent application of student discipline	To address this, the school has developed and implemented a discipline and good order program targeting the	Suspension Rate Indicator

	<p>(suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a higher percentage of those students were suspended as compared with the general school population.</p>	<p>major causes of student suspension. Goal 1, Action 3 will ensure the fair and consistent application of student discipline, combined with character development programs and small classroom sizes, to reduce classroom management challenges and lower the suspension rate. These actions are provided on an LEA-wide basis, benefiting all students by lowering the suspension rate. However, since the suspension rate is higher among economically disadvantaged students and the action addresses issues associated with this, the school expects the suspension rate for economically disadvantaged students to improve more than that of other students.</p>	
Goal 2 Action 1	<p>The school will update ELA, Math, and Science coursework to ensure alignment with state academic standards. Additionally, the school will track standardized test performance and use the data to inform decisions on course improvement. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that they were performing further from the standards than the general student population in ELA, math, and science. This raised concerns that the courses they were taking might not have prepared them as well as possible for standardized testing.</p>	<p>To address this, under Goal 2, Action 1, the school will track standardized test performance and use the data to inform decisions on course improvement. By updating and improving courses to better prepare students for standardized testing, it is expected that students will perform closer to, or above, the standards. These actions are being provided on an LEA-wide basis, and the school expects all students to perform at a higher level. However, because economically disadvantaged students are currently further from the standards, and this action addresses a key issue that could lead to better performance, the school expects this action will help these students to a greater degree and narrow the performance gap, as the general student population has less room for improvement.</p>	<p>Progress Indicator in CAASPP ELA Progress Indicator in CAASPP Math CAST Scores</p>
Goal 2 Action 2, Goal 2 Action 5	<p>The school will use tutorials, progress testing and tracking, prescriptive work, Saturday School, and parental contact to</p>	<p>To address the needs of our economically disadvantaged students, the school has developed and</p>	<p>Progress Indicator in CAASPP ELA Progress Indicator in CAASPP Math CAST Scores</p>

	<p>increase student performance on subjects with and without standardized testing. Additionally, the school will provide summer school for students who are struggling or have fallen behind their cohort. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population on standardized tests and in courses that were not a part of the standardized testing regimen. Lack of academic support at home has been identified as a contributing factor that has limited the ability for our economically disadvantaged students to reach their full academic potential.</p>	<p>implemented an on-campus academic support system designed to provide the assistance they may not be receiving at home. Goal 2, Action 2 will offer necessary support in both standardized testing subjects and non-tested subjects. The school will utilize tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to enhance student performance across all subjects. Additionally, Goal 2, Action 5 will support students by enrolling those performing below the general student population level in summer school. These supports will be provided on an LEA- wide basis, with priority given to students performing below the general population, English language (EL) learners, special education students (SPED), and students with a 504 plan. Since many of our economically disadvantaged students fall into the priority category, they are expected to benefit significantly from these actions.</p>	
<p>Goal 2 Action 3</p>	<p>The school will undertake a multi-year development and implementation of Classical Learning. Focused on the systematic study of classical texts, core knowledge, logical reasoning, and rhetorical skills, this program aims to enhance students' critical thinking, literacy, and communication abilities. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school found that a majority were performing academically at a lower level than the general student population on standardized tests and in non-tested courses. Gaps in fundamental literacy skills and core knowledge were identified as contributing factors that have limited</p>	<p>To address this, the school has implemented a Classical Learning initiative. Goal 2, Action 3 will provide necessary support for these students. Based on the science of reading, this initiative offers fundamental literacy skills in reading, writing, and math, along with a powerful introduction to core knowledge of the world. This comprehensive approach aims to elevate the academic performance of these students by enhancing both their basic and cultural knowledge. Additionally, by teaching students how to think critically and solve problems, classical education equips them with essential skills valuable in any field or career. This can help them navigate and</p>	<p>Progress Indicator in CAASPP ELA Progress Indicator in CAASPP Math CAST Scores</p>

<p>these students' ability to reach their full academic potential.</p>	<p>overcome economic or academic challenges more effectively. The rigorous and structured nature of classical education fosters resilience and adaptability, traits crucial for economically disadvantaged students who often face unpredictable challenges and changes in their lives. These actions are being provided on an LEA-wide basis, and the school expects that all students will perform at a higher level. However, because economically disadvantaged students are further from the standards than the general student population, and because this action addresses a key issue that could improve student performance in relation to the standards, the school anticipates that this action will benefit economically disadvantaged students to a greater extent. This will help narrow the performance gap, as the general student population has less room for improvement.</p>	
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<p>Goal 2 Action 6, Goal 2 Action 7</p> <p>The school will continue to expand available course content for Flex to increase college readiness, including developing additional UC a-g coursework and career and technical education (CTE) pathways. The Flex PLP Learning option was created as an independent learning option and has historically attracted students who are either credit deficient or seeking a general diploma. Many of these students have expressed a lack of interest in preparing for university by satisfying UC a-g requirements, with most planning to enter the workforce upon graduation. The Flex PLP Learning option serves a significantly higher percentage of economically disadvantaged students, at</p>	<p>Goal 2, Action 6 will enhance the college readiness of Flex PLP students by providing all necessary UC a-g coursework and adding CTE pathways. Goal 2, Action 7 will direct Student Services personnel to hold annual CTE seminars, which will include tutorials and a career inventory, and provide guidance to help students prepare for a career. Since the ECHS Flex PLP Learning option has a larger percentage of students who are not college or career ready and serves a higher percentage of economically disadvantaged students than other learning options at ECHS, these efforts are primarily directed towards economically disadvantaged students.</p>	<p>Percentage of Graduates Meeting A-G Requirements College/Career Indicator</p>
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	<p>58%, compared to the general population of ECHS, where 49% of students are economically disadvantaged. After assessing the needs, conditions, and circumstances of economically disadvantaged students in Flex PLP, the school determined it would be in the best interest of these students to encourage exploration of options that will allow them to enter college or prepare for a skilled career after graduation. To address this, the school will develop and implement an action plan to provide all necessary UC a-g approved courses in Flex PLP, add CTE pathways to the curriculum, provide up-to-date information on pursuing skilled careers, and develop an inventory of available skilled career options.</p>		
<p>Goal 2 Action 6, Goal 2 Action 8</p>	<p>The school will track student progress toward graduation and encourage students to graduate with their cohort. The Flex PLP Learning option was created as an independent learning option and has historically attracted students who are credit deficient and have fallen behind their high school cohort in progress toward graduation. Compared to the general ECHS population, the Flex PLP Learning option also has a higher percentage of students who either will not graduate or will graduate but not with their cohort. The Flex PLP Learning option serves a much higher percentage of economically disadvantaged students, at 58%, than the general population of ECHS, where 49% of the student population is economically disadvantaged. After assessing the needs, conditions, and circumstances of the economically disadvantaged students in Flex PLP, the</p>	<p>To address the needs of our economically disadvantaged students, the school will develop and implement a plan to carry out these actions. Goal 2, Action 6, will require the school to increase dual enrollment opportunities for students and seek to articulate courses with Palomar College so more students will have the opportunity to receive college credit on the high school campus. Goal 2, Action 8 will be developed and implemented to track student progress toward graduation and encourage students to graduate with their cohort. Since the Flex PLP Learning option has a lower graduation rate than other learning options at ECHS and many Flex PLP students have fallen behind their high school cohort, and because it serves a much higher percentage of economically disadvantaged students, these efforts</p>	<p>Graduation Rate Indicator</p>

	<p>school found that it would be in the best interest of these students to track their progress toward graduation, encourage them to graduate with their cohort, and provide opportunities to accelerate their progress. This can be achieved by offering dual enrollment opportunities and articulating courses with local colleges so they can receive college credit on the high school campus.</p>	<p>are principally directed toward economically disadvantaged students.</p>	
<p>Goal 3 Action 3, Goal 3 Action 4</p>	<p>The school will continue to offer a character and values program (e.g., Wooden Wins) that supports students in developing key traits associated with lifelong success and in building strong interpersonal relationships. Additionally, the school will offer a diverse range of activities to promote student involvement on campus. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population and were not as engaged as students who were performing academically at a higher level.</p>	<p>In order to address the needs of our economically disadvantaged students, the school has developed and will implement a character education program that includes lessons, readings, guest speakers, and curricula focused on different virtues each month. Goal 3, Action 3 teaches students how to treat others with kindness and respect, build strong interpersonal relationships, and develop positive character traits. This program will foster engagement by encouraging active participation in discussions and activities, creating a sense of community, and providing students with opportunities to connect with peers and mentors in meaningful ways. Additionally, Goal 3, Action 3 seeks to further increase student engagement by offering a diverse range of activities to promote student involvement on campus, including guest speakers, schoolwide barbecues, field trips, sports participation, and family movie nights. These activities are aimed primarily at students who are not as engaged as the general school population and who are performing academically at a lower level. The school believes that by working directly with these students to develop better relationships and build positive character</p>	<p>Chronic Absenteeism Indicator</p>

		<p>traits, it will re-engage them and help them feel more capable of performing academically at a higher level. Both the character education program and the offering of diverse activities are specifically aimed at students who are performing academically at a lower level than the general student population and who are less engaged. Since a majority of our economically disadvantaged students fall into this category, they will be given priority to participate in these programs. The school believes that our economically disadvantaged students will be principally served by the character education program and the diverse range of activities.</p>	
<p>Goal 3 Action 5, Goal 3 Action 6</p>	<p>Recent years have significantly impacted school operations and student learning, altering how students interact with teachers, peers, and the school environment. Many students have faced economic, social, and emotional challenges at home, compounded by the pervasive influence of social media and family dynamics. While all students have been affected, economically disadvantaged students have faced greater difficulties due to financial hardships, which amplify their social and emotional stress. Addressing the social and emotional well-being of youth is therefore critical. After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school found it necessary to check in with these families to assess their social and emotional well-being and provide assistance as needed. The school also realized the ongoing need to address the social and emotional needs of these students.</p>	<p>To address this, the school has performed, and will continue to perform, social and emotional wellness checks on students and families experiencing challenges. Additionally, it will develop and implement a Multi-Tiered Systems of Support (MTSS) framework to better prepare teachers to assist students academically, behaviorally, and socially. Goal 3, Actions 5 and 6 were developed to address these concerns. Goal 3, Action 5 will guide the school in developing and implementing a comprehensive MTSS framework. Goal 3, Action 6 will direct school personnel to perform social and emotional well-being checks to identify and assist students experiencing challenges. These actions are being provided on an LEA-wide basis, with the hope that all students experiencing social and emotional challenges will benefit. However, since economically disadvantaged students have been impacted to a greater degree than the general student population, the</p>	<p>Progress on the AHCS MTSS Guidebook Annual LCAP Survey Rating for Question “This school supports the social and emotional well-being of my student.”</p>

school expects these students will benefit more significantly from these actions.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 4	EL learners will receive additional support and resources, including a specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible. EL learners at the school are a small subset of our economically disadvantaged students. After assessing their needs, conditions, and circumstances, the school found they required additional support beyond what is provided to English-proficient students who were performing at a lower academic level than the general student population. These students needed a specialized curriculum tailored to their needs and support specifically aimed at achieving English proficiency.	To address this, the school will develop and implement a program designed to provide the specialized support EL learners need. Goal 2, Action 4 will offer additional resources, including a specialized curriculum, dedicated instructional aides, and additional resources to help them become English proficient as quickly as possible. These actions are principally and solely directed at our EL learners, who are a subset of our economically disadvantaged students.	English Learner Progress Indicator

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

N/A

Additional Concentration Grant Funding

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

income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	17:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	15:1	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$11,642,135.00	\$920,660.00	7.91%	0.00%	7.91%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$3,046,893.00	\$615,554.00	\$0.00	\$0.00	\$3,662,447.00	\$3,533,748.00	\$128,699.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Credential Alignment and	All Students	No	LEA-Wide		LEA-wide	2024-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Professional Development						
1	2	Instructional Resources	All Students	No	LEA-Wide		LEA-wide	2024-2027
1	3	Good Order and Discipline	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
1	4	Campus Security and Safety	All Students	No	LEA-Wide		LEA-wide	2024-2027
1	5	Campus Cleaning and Maintenance	All Students	No	LEA-Wide		LEA-wide	2024-2027
2	1	Standards Alignment & Course Improvement	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
2	2	Additional Instruction & Data Informed Prescriptive Work to Improve Student Performance	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
2	3	Implement Adoption of Classical Learning	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
2	4	English Language (EL) Learner Designated Supports	English Learners	Yes	Limited	English Learners	LEA-wide	2024-2027
2	5	Supplemental Instruction	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	6	Expanded Course Offerings & Dual Enrollment	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
2	7	College/Career Preparedness	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
2	8	Graduation Tracking by Cohort	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
3	1	Parental Engagement & Communication	All Students	No	LEA-Wide		LEA-wide	2024-2027
3	2	Parent and Student Surveys	All Students	No	LEA-Wide		LEA-wide	2024-2027
3	3	Relationship and Character Building	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
3	4	Student Engagement	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
3	5	Development & Implementation of MTSS	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027
3	6	Social and Emotional Wellbeing	All Students	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	2024-2027

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$5,715.00	\$4,000.00	\$5,715.00	\$4,000.00	\$0.00	\$0.00	\$9,715.00	0.00%
1	2	\$0.00	\$55,900.00	\$46,000.00	\$9,900.00	\$0.00	\$0.00	\$55,900.00	0.00%
1	3	\$85,418.00	\$0.00	\$85,418.00	\$0.00	\$0.00	\$0.00	\$85,418.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	4	\$184,567.00	\$0.00	\$184,567.00	\$0.00	\$0.00	\$0.00	\$184,567.00	0.00%
1	5	\$283,801.00	\$0.00	\$283,801.00	\$0.00	\$0.00	\$0.00	\$283,801.00	0.00%
2	1	\$351,751.00	\$0.00	\$351,751.00	\$0.00	\$0.00	\$0.00	\$351,751.00	0.00%
2	2	\$596,090.00	\$0.00	\$555,406.00	\$40,684.00	\$0.00	\$0.00	\$596,090.00	0.00%
2	3	\$218,704.00	\$15,000.00	\$218,704.00	\$15,000.00	\$0.00	\$0.00	\$233,704.00	0.00%
2	4	\$143,687.00	\$0.00	\$120,964.00	\$22,723.00	\$0.00	\$0.00	\$143,687.00	0.00%
2	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	6	\$407,836.00	\$51,999.00	\$299,631.00	\$160,204.00	\$0.00	\$0.00	\$459,835.00	0.00%
2	7	\$135,368.00	\$0.00	\$0.00	\$135,368.00	\$0.00	\$0.00	\$135,368.00	0.00%
2	8	\$225,629.00	\$0.00	\$118,285.00	\$107,344.00	\$0.00	\$0.00	\$225,629.00	0.00%
3	1	\$144,900.00	\$1,800.00	\$146,700.00	\$0.00	\$0.00	\$0.00	\$146,700.00	0.00%
3	2	\$13,034.00	\$0.00	\$13,034.00	\$0.00	\$0.00	\$0.00	\$13,034.00	0.00%
3	3	\$86,848.00	\$0.00	\$86,848.00	\$0.00	\$0.00	\$0.00	\$86,848.00	0.00%
3	4	\$352,984.00	\$0.00	\$352,984.00	\$0.00	\$0.00	\$0.00	\$352,984.00	0.00%
3	5	\$92,642.00	\$0.00	\$25,983.00	\$66,659.00	\$0.00	\$0.00	\$92,642.00	0.00%
3	6	\$204,774.00	\$0.00	\$151,102.00	\$53,672.00	\$0.00	\$0.00	\$204,774.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$11,642,135.00	\$920,660.00	7.91%	0.00%	7.91%	\$3,046,893.00	0.00%	26.17%

Totals by Type				Total LCFF Funds
Total:				\$3,046,893.00

Totals by Type					Total LCFF Funds			
LEA-wide Total:					\$2,925,929.00			
Limited Total:					\$120,964.00			
Schoolwide Total:					\$0.00			

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Good Order and Discipline	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$85,418.00	0.00%
2	1	Standards Alignment & Course Improvement	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$351,751.00	0.00%
2	2	Additional Instruction & Data Informed Prescriptive Work to Improve Student Performance	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$555,406.00	0.00%
2	3	Implement Adoption of Classical Learning	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$218,704.00	0.00%
2	4	English Language (EL) Learner Designated Supports	Yes	Limited	English Learners	LEA-wide	\$120,964.00	0.00%
2	5	Supplemental Instruction	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$0.00	0.00%
2	6	Expanded Course	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$299,631.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Offerings & Dual Enrollment						
2	7	College/Career Preparedness	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$0.00	0.00%
2	8	Graduation Tracking by Cohort	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$118,285.00	0.00%
3	3	Relationship and Character Building	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$86,848.00	0.00%
3	4	Student Engagement	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$352,984.00	0.00%
3	5	Development & Implementation of MTSS	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$25,983.00	0.00%
3	6	Social and Emotional Wellbeing	Yes	LEA-Wide	Economically Disadvantaged	LEA-wide	\$151,102.00	0.00%

2024-25 Annual Update Table

Totals			Last Year's Total Planned Expenditures (Total Funds)			Total Estimated Actual Expenditures (Total Funds)		
Totals			\$3,350,004.00			\$3,391,657.00		

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)		Estimated Actual Expenditures (Input Total Funds)
1	1	Credential Alignment and Professional Development	No	\$9,324.00		\$9,324.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	2	Instructional Resources	No	\$45,900.00	\$63,376.00
1	3	Good Order and Discipline	Yes	\$87,175.00	\$81,135.00
1	4	Campus Security and Safety	No	\$187,290.00	\$178,136.00
1	5	Campus Cleaning and Maintenance	No	\$266,167.00	\$266,167.00
2	1	Standards Alignment & Course Improvement	Yes	\$355,424.00	\$355,424.00
2	2	Additional Instruction & Data Informed Prescriptive Work to Improve Student Performance	Yes	\$554,047.00	\$554,047.00
2	3	Implement Adoption of Classical Learning	Yes	\$225,323.00	\$225,323.00
2	4	English Language (EL) Learner Designated Supports	Yes	\$124,640.00	\$124,640.00
2	5	Supplemental Instruction	Yes	\$30,000.00	\$62,698.00
2	6	Expanded Course Offerings & Dual Enrollment	Yes	\$378,259.00	\$383,706.00
2	7	College/Career Preparedness	Yes	\$57,790.00	\$57,790.00
2	8	Graduation Tracking by Cohort	Yes	\$192,278.00	\$192,278.00
3	1	Parental Engagement & Communication	No	\$144,028.00	\$145,254.00
3	2	Parent and Student Surveys	No	\$12,150.00	\$12,150.00
3	3	Relationship and Character Building	Yes	\$94,652.00	\$94,652.00
3	4	Student Engagement	Yes	\$361,242.00	\$361,242.00
3	5	Development & Implementation of MTSS	Yes	\$71,361.00	\$71,361.00
3	6	Social and Emotional Wellbeing	Yes	\$152,954.00	\$152,954.00

Goal Analysis

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

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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

There were no major differences between budgeted and estimated actual expenditures. Slightly more was spent on standards-aligned resources and materials, while minor savings were realized in personnel costs related to maintaining a safe and well-ordered campus.

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

The actions have been highly productive in supporting progress toward the goal. Most actions in Goal One were designed to maintain ECHS's already high standards, and they have continued to effectively sustain strong performance through the first year of 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.

No changes will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

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

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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.

Summer school enrollment exceeded expectations, requiring additional funds to support increased staffing and more fully meet student needs. Additionally, an unexpected opportunity allowed for expanded support of Action Three through professional development at the National Symposium for Classical Education.

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

Overall, the actions have been very effective in supporting progress toward the goal. CAASPP ELA and math scores showed significant gains, implementation of Classical Learning remains on track, access to dual credit and college courses continues to expand, A–G completion

increased, and the graduation rate reached an all-time high. While the College/Career Indicator is a multi-year measure with complex pathways, resources will continue to be directed toward this area, with measurable impact expected next year. Due to the relatively small size of the English Learner cohort, even minor variations in individual performance can produce disproportionately large shifts in reported percentages. Nevertheless, ECHS remains committed to supporting this group through continued investment in targeted resources and instructional strategies.

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 will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

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

All actions were implemented as planned, with no substantive differences between the planned and actual implementation.

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

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated 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.

The actions have been highly effective in advancing progress toward the goal, maintaining strong parent communication and satisfaction ratings. Building on initial planning, the implementation of key MTSS components—including universal screeners, tiered support matrices, and a comprehensive review of the universal instruction model—has contributed to consistently high parent ratings regarding support for students' social-emotional well-being.

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 will be made to the planned goal, metrics, desired outcomes, or actions. The current actions have produced effective results, and implementation will continue as planned in the coming year.

2024-25 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$1,022,397.00	\$2,382,507.00	\$2,322,676.00	\$59,831.00	100.00%	97.49%	-2.51%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	3	Good Order and Discipline	Yes	\$87,175.00	\$81,135.00	3.66%	3.41%
2	1	Standards Alignment & Course Improvement	Yes	\$355,424.00	\$355,424.00	14.92%	14.92%
2	2	Additional Instruction & Data Informed Prescriptive Work to Improve Student Performance	Yes	\$546,668.00	\$546,668.00	22.95%	22.95%
2	3	Implement Adoption of Classical Learning	Yes	\$221,323.00	\$221,323.00	9.29%	9.29%
2	4	English Language (EL) Learner	Yes	\$101,067.00	\$101,067.00	4.24%	4.24%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
		Designated Supports					
2	5	Supplemental Instruction	Yes	\$0.00	\$0.00	0.00%	0.00%
2	6	Expanded Course Offerings & Dual Enrollment	Yes	\$312,304.00	\$258,513.00	13.11%	10.85%
2	7	College/Career Preparedness	Yes	\$0.00	\$0.00	0.00%	0.00%
2	8	Graduation Tracking by Cohort	Yes	\$114,915.00	\$114,915.00	4.82%	4.82%
3	3	Relationship and Character Building	Yes	\$94,652.00	\$94,652.00	3.97%	3.97%
3	4	Student Engagement	Yes	\$361,242.00	\$361,242.00	15.16%	15.16%
3	5	Development & Implementation of MTSS	Yes	\$47,788.00	\$47,788.00	2.01%	2.01%
3	6	Social and Emotional Wellbeing	Yes	\$139,949.00	\$139,949.00	5.87%	5.87%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
\$11,000,615.00	\$1,022,397.00	0.00%	9.29%	\$2,322,676.00	97.49%	118.60%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary

decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they

make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Service 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).