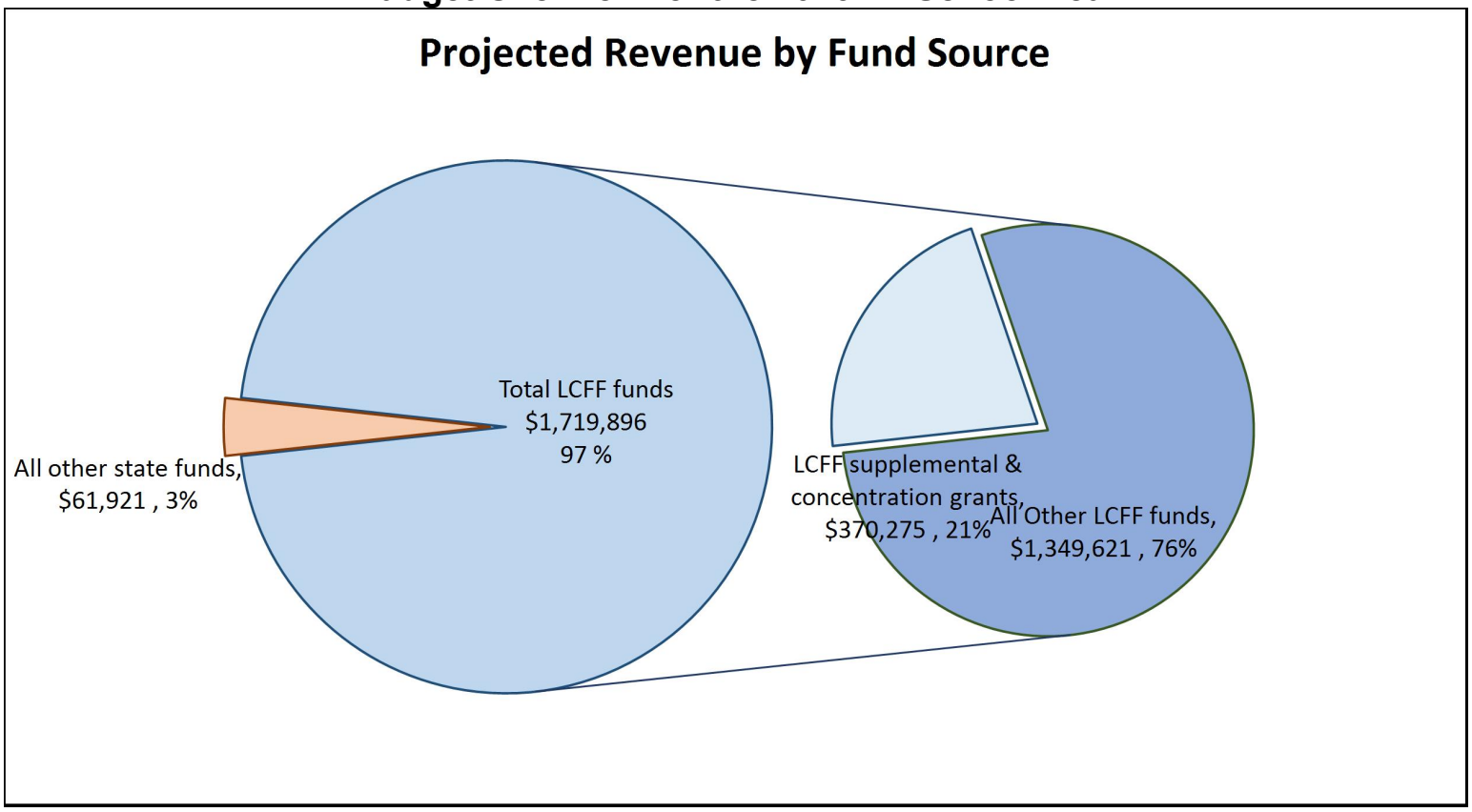
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: eCademy Charter at Crane
CDS Code: 50757390124669
School Year: 2026-27
LEA contact information:
Esmirna Imperial
Principal
eimperial@turlock.k12.ca.us
209.669.3410

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

Budget Overview for the 2026-27 School Year

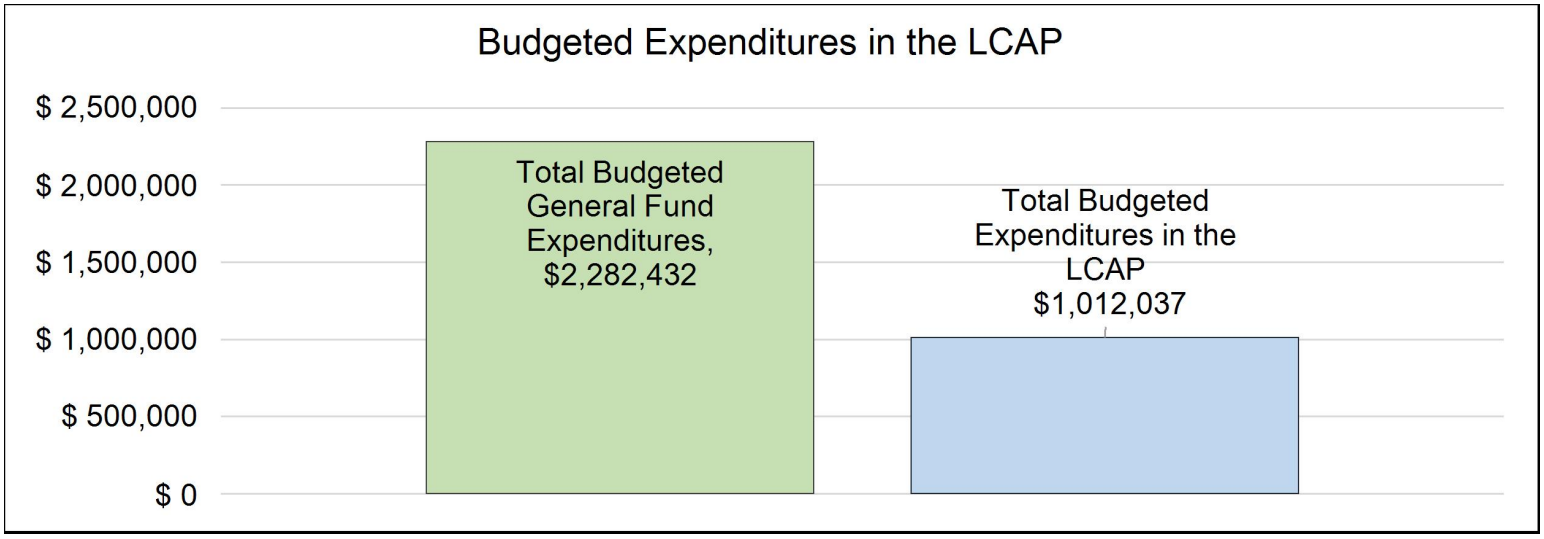


This chart shows the total general purpose revenue eCademy Charter at Crane expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for eCademy Charter at Crane is $1,781,817, of which $1,719,896 is Local Control Funding Formula (LCFF), $61,921 is other state funds, $ is local funds, and $ is federal funds. Of the $1,719,896 in LCFF Funds, $370,275 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much eCademy Charter at Crane plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: eCademy Charter at Crane plans to spend $2,282,432 for the 2026-27 school year. Of that amount, $1,012,037 is tied to actions/services in the LCAP and $1,270,395 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

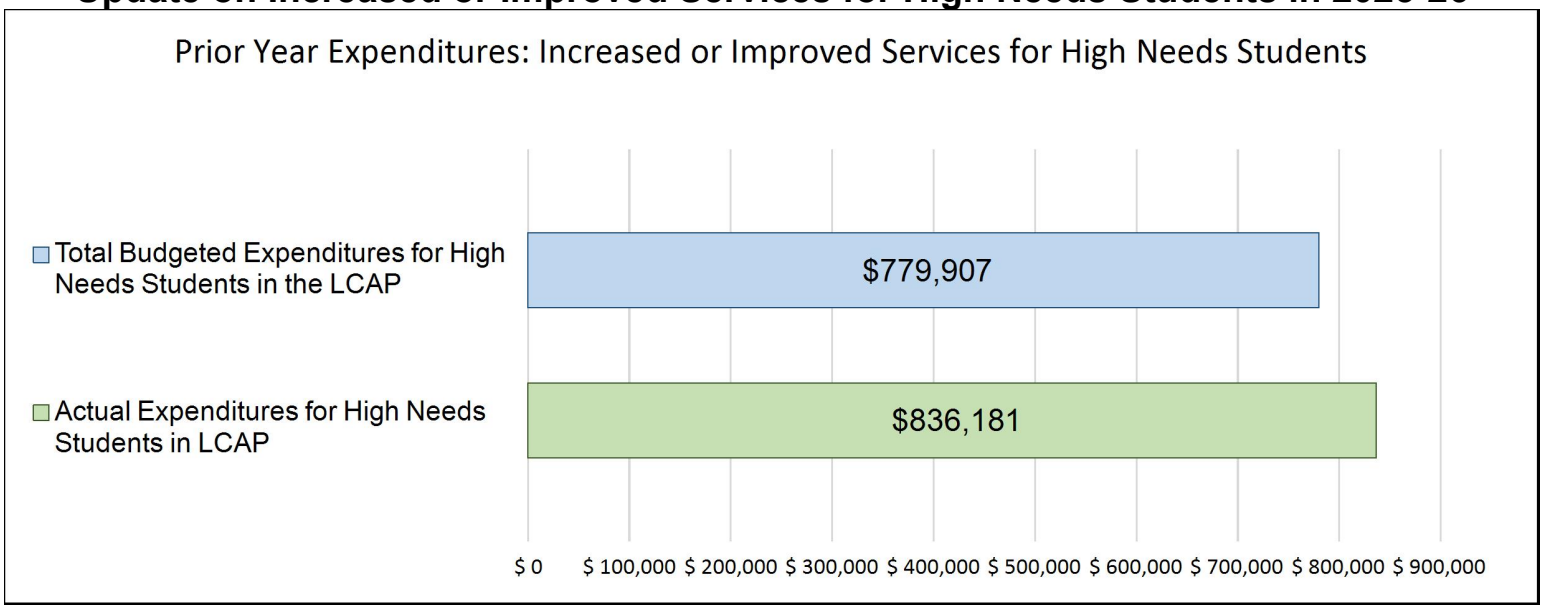
General Fund budget expenditures for this school year not included in the LCAP are related to core educational and operational programs. These expenditures include general salaries & benefits, utilities, and general operating expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, eCademy Charter at Crane is projecting it will receive $370,275 based on the enrollment of foster youth, English learner, and low-income students. eCademy Charter at Crane must describe how it intends to increase or improve services for high needs students in the LCAP. eCademy Charter at Crane plans to spend $741,487 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, eCademy Charter at Crane's LCAP budgeted $779,907 for planned actions to increase or improve services for high needs students. eCademy Charter at Crane actually spent $836,181 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
eCademy Charter at Crane	Esmirna Imperial Principal	eimperial@turlock.k12.ca.us 209.669.3410

Plan Summary [2026-27]

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.

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

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

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

Objectives/Schoolwide Learner Goals:

- Commit to assigned course work and attend school regularly.
- Respect for self, others, and the educational process.
- Acquire critical thinking, technology, & communication skills.

- Network in and outside the community.
- Establish a strong work ethic and civility.
- Soar into the future, college & career ready.

School enrollment for 2025-26 was 106 students.

K-6: 18 students
7-8: 15 students
9-12: 73 students

The following student demographics define eCademy's student population:

eCademy's unduplicated count of English Learners, Socio-Economically Disadvantaged, and Foster Youth comprise approximately 85.8% of our student population.
Socio-economically Disadvantaged Students: 85.8%
Special Education: 1.9%
English Learners: 12.3%
African-American: 0%
American Indian or Alaska Native: 0%
Asian: 6.6%
Filipino: 0%
Hispanic/Latino: 59.4%
Pacific Islander: 0%
White: 29.2%
Two or More Races: 2.8%
Not Reported: 1.9%

Reflections: Annual Performance

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

The 2025-26 Dashboard and local data highlight key areas where eCademy has made progress, with successes to celebrate and areas to focus on.
The 2025 Dashboard and local data highlight key areas where eCademy has made progress, with successes and areas for improvement to focus on. The latest Dashboard data shows improvements in some subject areas, but a significant improvement in ELA.
While student test scores in some areas remain below standard, the most recent Dashboard data demonstrates clear gains across multiple state indicators:

-ELA test scores increased by 63.2 points,

-This major increase puts eCademy in the Green in ELA
-Mathematics scores increased by 20 points, reflecting the positive impact of the newly implemented Math 1 and Math 2 support classes, as well as additional math support for 7th and 8th-grade students. These targeted interventions have led to higher passing rates and improved grades in math courses, as demonstrated by the Dashboard data.
-CAST scores maintained
-Chronic absenteeism decreased by 22.4%, thus resulting in an increase in attendance rate
-Graduation rate increased 5.8%
-Suspension rate declined 0.8%

Areas that we need to focus on include:
-College/career readiness declined 4.3%
-English Learner Progress declined 7.1%

eCademy did not receive the lowest performance level on one or more state indicators on the 2025 Dashboard. However, eCademy was in the orange for the Math, Chronic Absenteeism, and College & Career indicators. Socioeconomically Disadvantaged students within eCademy received the lowest performance level on the College/Career indicator on the 2025 Dashboard.

Learning Recovery Emergency Block Grant

eCademy has unexpended LREBG funds for the 2026-27 school year. Approximately $45,000 in LREBG funds will be spent per year through 2027 - 2028, until completely spent. Actions using LREBG funds are listed under Goal 3, Action 5. The addition of Tier II support continues to be instrumental for student success, and our needs assessment indicates the EL paraprofessional position is imperative for student support and success. Grades 7 - 8 Quarter 3 grades showed 44% (2024-2025) and dropped to 25% for 2025-2026 of students earned a "D" or worse, and grades 9 - 12 showed 32% for 2024-2025 and dropped to 24% for 2025-2026 of students earned a "D" or worse. Thus, Tier II support via an EL para for one-on-one intervention time was implemented. Secondary students utilizing the Tier II support demonstrate improvement. 100% of K-6 students receiving tier II support had improvement in 2 or more academic areas, such as math and writing. 100% of 7-8 students receiving tier II support improved at least 1 letter grade from first quarter to fourth-quarter grades. And 75% of students in grades 7-12 receiving tier II support increased all core areas by one letter grade or more, except in math, where 50% improved. The EL Paraprofessional (Tier II Support) made such an impact on our student's improvement, we want to keep the position.

Action 3.5 is aligned to LREBG allowable uses of funds. We have decreased staff-to-pupil ratio, increased student instructional time and specifically targeted the student's educational needs with a one-on-one tutor.

This school year, we implemented Math 1 and Math 2 support classes to provide targeted instruction to students who need additional support in math. This initiative has resulted in more students passing their math courses and achieving higher grades. Additionally, we added a math support class for 7th and 8th grade students. This support has contributed to improved passing rates for junior high students' math courses, demonstrating the effectiveness of our intervention in strengthening student achievement in math.

Action 3.5 is expected to address the areas of need of students by providing identified students Tier II support. The student is identified based on lack of progress on course work, "D" or lower grade in course work, identified low academic skills via diagnostic assessments, and identified as a student needing support via PLC and/or SST process. The Tier II support para will work with identified student one-on-one on the student specific needs increasing student instruction time anywhere from 30 minutes to 5 hours per week.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational partners participated in the development of the LCAP. Nearly 100% of the eCademy staff (8 teachers, 1 counselor, 1 Mental Health Clinician, 2 administrative assistant, 2 paraprofessional and 1 principal), 1 TUSD Board of Trustee, 4 TUSD administrators, 1 TUSD site administrators, 8 eCademy parents, 33 eCademy students and 4 community members, all contributed to the plan. These educational partners attended anywhere from 1 to 5 meetings.	The following meetings were held to engage our educational partners in the LCAP process: August 21, 2025: Back to School Night Meeting; LCAP process and timeline implementation presentation • October 13, 2025: LCAP Focus Group Meeting; Results Review WASC/LCAP ’25 – ‘26 • March 16, 2026: LCAP Focus Group Meeting; Data/Needs Assessment & Priorities • April 13, 2026: Focus Group Meeting; Review Plan & Approve ’25 – ’26 LCAP Draft Additionally, LCAP student group meetings were held to explain the LCAP process, present and review school Dashboard results, review school model and services, and to gather student feedback and input on school needs and improvement on these dates: • March 9, 2026: Math 2 Support Class Meeting • March 10, 2026: Math 1 Support Class Meeting • March 11, 2026: Writing Class Meeting • March 11, 2026: 7th & 8th Grade Math Support Class Meeting Furthermore, throughout the school year faculty and PLC meetings

Educational Partner(s)	Process for Engagement
	were utilized to gather and review LCAP data in preparation for focus group meetings. Also, on February 17, 2026, a mid-year LCAP review was presented to the School Board and on June 2, 2026, and a final draft of the ’26 – ’27 LCAP will be presented for Board approval on June 16, 2026.

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

eCademy is a dependent charter school of TUSD therefore we are fortunate to have all the district office resources and support available to us. The site administrator attends all the scheduled district office support meetings from the various departments (e.g. Educational Services, Testing, Finance, etc.) to best provide resources and services to our staff, students, and parents. Transparency of district procedures and direction is followed by the principal reporting back to eCademy staff via faculty meetings and PLC meetings. The district partnership is the most valuable educational partner in addition to its students, parents, and community members. Educational partners attended 1 - 5 LCAP meetings and provided valuable feedback to develop the LCAP. Based on educational partners input these actions were influenced based on their feedback: 1.1 MTSS (Addition of EL Para and make it a permanent position), 1.2 Incentivize student work completion, 1.3 Art Teacher for in-person class, 1.8 Increase student "prepared" in college & career indicator, 2.4 Mental Health Clinician to continue, 2.5 PBIS protocols & Incentives, 2.10 add Student Clubs, 3.5 Tier II Support (EL Para and another regular para), and 4.1 increase parent involvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Indicator	All - 79.6 points below standard/Orange (2023 Dashboard) All - 30% Met or Exceeded Standard (CAASPP 22-23) 11th grade - 34.78% Met or Exceeded Standard (CAASPP 22-23)	All - 63.3 points below standard/Yellow (2024 Dashboard) All - 24% Met or Exceeded Standard (CAASPP 23 - 24) 11th grade - 40% Met or Exceeded	All - 0.1 points below standard/Green (2025 Dashboard) All - 41.33% Met or Exceeded Standard (CAASPP 24-25) 11th grade - 43.59 % Met or	2 points above standard 45% Met or Exceeded Standard	All - 79.5 points increase toward standard (Dashboard) All - 11.33% increase Met or Exceeded Standard (CAASPP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard (CAASPP 23-24)	Exceeded Standard (CAASPP 24-25)		11th grade - 8.18% increase Met or Exceeded Standard (CAASPP)
1.2	Mathematics Indicator	All - 182.3 points below standard/Orange (2023 Dashboard) All - 3.37% Met or Exceeded Standard (CAASPP 22-23) 11th grade - 2.27% Met or Exceeded Standard (CAASPP 22-23)	All - 124.2 points below standard/Orange (2024 Dashboard) All - 5.33% Met or Exceeded Standard (CAASPP 23-24) 11th grade - 5.71% Met or Exceeded Standard (CAASPP 23-24)	All - 104.3 points below standard/Orange (2025 Dashboard) All - 14.66% Met or Exceeded Standard (CAASPP 24-25) 11th grade - 7.69% Met or Exceeded Standard (CAASPP 24-25)	94.2 points below standard 33% Met or Exceeded Standard	All - 78 points increase toward standard (Dashboard) All - 11.29% increase Met or Exceeded Standard (CAASPP) 11th grade - 5.42% increase Met or Exceeded Standard (CAASPP)
1.3	A-G course completion rates for UC/CSU entrance requirements	5.6% of graduates meeting UC/CSU requirements (CALPADS 2022-23)	6.25% of graduates meeting UC/CSU requirements (CALPADS 2023-24)	2.63% of graduates meeting UC/CSU requirements (CALPADS 2024-25)	35% of graduates meeting UC/CSU requirements	2.97% decrease
1.4	Graduation Rate	90% graduated (no performance color) (2023 Dashboard) 90% Four Year Adjusted Cohort Graduation Rate (2022-2023 DataQuest	88.9% Color: Orange (2024 Dashboard) 88.9% Four Year Adjusted Cohort Graduation Rate (2023-2024 DataQuest)	94.7% Color: Green (2025 Dashboard) 94.7% Four Year Adjusted Cohort Graduation Rate (2024-2025 DataQuest)	95% graduated 95% Four Year Adjusted Cohort Graduation Rate	4.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Language Progress Indicator	50% making progress toward English language proficiency (no performance color) (2023 Dashboard) 26.92% Summative ELPAC (2022-2023 ELPAC)	50% making progress toward English language proficiency (no performance color) (2024 Dashboard) 37.50% Summative ELPAC (2023-2024 ELPAC)	45% making progress toward English language proficiency (Green) (2025 Dashboard) 31.25% Summative ELPAC (2024-2025 ELPAC)	75% making progress toward English language proficiency 40% Summative ELPAC proficient	5% decrease (Dashboard) 4.33% increase in Summative ELPAC proficient (ELPAC)
1.6	Dropout Rates	0 middle school 2 high school Total - 2 students (CALPADS 2023-24)	0 students (CALPADS 2024-25)	0 students (CALPADS 2024-25)	No Dropouts	No change for middle school 2 less student dropouts
1.7	CTE Pathway Completion	2% of seniors completed a CTE pathway (AERIES 2022-23)	5% of seniors completed a CTE pathway (AERIES 2023-24)	0% of seniors completed a CTE pathway (AERIES 2023-24)	Maintain 5% of seniors completed a CTE pathway.	2% decrease
1.8	Percentage of 7-12 grade students earning C's or higher	Semester 1 C- or better (24 - 25): ELA 7-8 = 58%, 9-12 = 87% Math 7-8 = 58%, 9-12 = 71%	Semester 1 C- or better (24 - 25): ELA 7-8 = 56%, 9-12 = 84% Math 7-8 = 37%, 9-12 = 63%	Semester 1 C- or better (25-26): ELA 7-8 75.1%; 9-12 61.81% Math 7-8 31.3%; 9-12 55.62%	5% increase each year for 7 - 8 = 73% 2% increase each year for 9 - 12 = math 77%, ELA 83%	ELA 7-8: 17.1% increase ELA 9-12: 25.19% decrease Math 7-8: 26.7% decrease Math 9-12: 15.38% decrease
1.9	CAST California Science Test	9.10% Met or Exceeded Standard (2022-2023 CAASPP)	15.15% Met or Exceeded Standard (2023-2024 CAASPP)	6.77% Met or Exceeded Standard (2024-2025 CAASPP)	24.10% Met or Exceeded Standard	2.33% decrease
1.10	EL Reclassification Rates	5.55% Redesignated Fluent - English - Proficient	6.67% Redesignated Fluent - English - Proficient	12.5% Redesignated Fluent-English-Proficient	10% Redesignated Fluent - English - Proficient	6.95% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Advanced Placement results scoring 3 or higher	0 eCademy Students took AP tests	2/2 scored 3+ score (2024)	0 eCademy Students took AP tests	AP test scores will meet or exceed the national pass rate of each subject test	No difference
1.12	K-6 iReady Scores	2023 - 2024 Data Reading D2 -45% on grade level or above -30% at grade level -25% 2+grade levels below Math: D2 -5% on grade level or above -60% at grade level -35% 2+grade levels below	2024 - 2025 Data Reading D2 -55% on grade level or above -30% one grade level -15% 2+grade levels below Math: D2 -33% on grade level or above -57% one grade level -10% 2+grade levels below	2025 - 2026 Data Reading D2 • 35% on grade level or above • 59% 1 grade level below • 6% 2+grade levels below Math: D2 • 24% on grade level or above • 70% 1 grade level below • 6% 2+grade levels below	Increase iReady D2 results in grades 1-6 students at grade level: Reading by 15% each year Math by 5% each year	Reading • N/A on grade level or above • N/A 1 grade level below • 19% decrease 2+grade levels below Math: • N/A on grade level or above • N/A 1 grade level below • 29% decrease 2+grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Work Completion Rate	Grades K-6: 93% Grades 7-8: 87% Grades 9-12: 88%	Grades K-6: 99% Grades 7-8: 88% Grades 9-12: 88%	Grades K-6: 98% Grades 7-8: 92% Grades 9-12: 94%	Grades K-6: 100% Grades 7-8: 100% Grades 9-12: 98%	Grades K-6: 5% increase Grades 7-8: 5% increase Grades 9-12: 6% increase
1.15	College & Career Indicator	17.5% "prepared" Level: Low 2023 Dashboard results	14.8% "prepared" Level: Low 2024 Dashboard results	10.5% "prepared" Level: Orange 2025 Dashboard results	5% increase each year = 32.5% "prepared"	7% decrease

Goal Analysis [2025-26]

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

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

Overall, our implementation of the actions has been successful. Specific action descriptions below. Additionally, Metrics 1.1 - 1.15 will continue to be used to monitor the impact of these actions.

Action 1.1 MTSS : Successful; Hired an EL paraprofessional and “A-G” support para/liasion. Research shows that paraeducators provide essential support to teachers and students by helping with one-on-one instructions and reinforcement lessons. Both paraeducators worked with Tier 2 and EL students individually at least once a week. In addition to Math 1 and ELA/Writing support classes, two more in-person math support classes (7-8 and Math 2) were added to the master schedule due to students’ need demonstrated by pass rates. Two online tutoring platforms (Paper and Chat with Tutor) are available and guided notes remain essential for all 7-12 students.

Action 1.2 Incentivize Work Completion: Successful; We expanded the ticket incentive system to all teachers and in-person classes. As part of our PBIS program, we added a Crane Mart to provide more incentive options for students. In this store, students can redeem their tickets for a wider variety of rewards, designed to appeal to more students and encourage positive behaviors and work completion.

Action 1.3 Music/Performing Arts & Fine Arts: Successful; The art teacher continued teaching an in-person art class using grant funding. Students continue to find this class enjoyable.

Action 1.4 Data Entry: Successful. The part-time secretary position is crucial for assisting with data entry, attendance reports, and data tracking.

Action 1.5 K-6 Homeschool: Successful; This program continues to be successful due to the teacher’s organization and knowledge of all K-6 curriculum. The teacher conducts daily virtual SEL, monthly grade specific science lab, monthly art activity, and monthly study trips

Action 1.6 Educational Services: Successful; For 7-12 curriculum, we maintained the Edgenuity program with its tutoring component. The academic counselor and SPED case manager are an integral part of supporting our students. AP courses continue to be offered with an increase of students who take these courses.

Action 1.8 Increase students “prepared” in College & Career Indicator: Partially Successful; we have not added virtual CTE options or developed CTE pathways. Students have been encouraged to attend college study trips and to complete CTE courses and pathways via concurrent enrollment at TUSD’s comprehensive site high schools.

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

eCademy planned for $620,933 in expenditures for this goal, with estimated actual expenditures totaling $636,205. Material differences between budgeted and estimated actual expenditures are found in the following actions:
Action 1.1: There were increased personnel costs due to salary increases for 2025-26.
Action 1.3: The entire allocation was not utilized for arts materials.

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

Action 1.1 MTSS: Effective; In ELA, all students, there was a 79.5 point increase toward standard (Dashboard) from baseline. In math, all students, there was a 78 point increase toward standard (Dashboard) from baseline. 90% of students who attended Math 1 support class in semester 1 passed Math 1. 100% of students in the 7-8 grade math support class passed their 3rd quarter math class. In addition, student surveys indicate that students who took a support class felt that they had benefited from it. Our graduation rate increased by 4.7%. Parent survey responses indicate 95% strongly agree or agree that their child is well-prepared for the next school year, college, or a career.

Action 1.2 Incentivize Work Completion: Effective; Survey results show that 95% of parents/guardians strongly agree or agree that scholars are well-prepared for the next school year, college, or career. Also, work completion rate has increased for all grade spans by at least 5% from baseline.

Action 1.3 Music/Performing Arts & Fine Arts: Effective; An in-person 7-12 Fundamental Art class has been provided and well attended the full year.

Action 1.4 Data Entry: Effective; Part - time secretary is a necessity in the office, and we will plan in the future to increase the hours of this position. One example of a new data-tracking system is PBIS prizes: 99 were awarded in the fall and 76 in the spring.

Action 1.5 K-6 Homeschool: Effective; We have had consistent interest and enrollment in K-6 Program all year. According to the Parent Survey 100% of parents strongly agree or agree that eCademy is meeting their family’s academic needs as a homeschool program, supports the parents as homeschool parent/teacher, and provides adequate enrichment opportunities for their student(s).

Action 1.6 Educational Services: Effective; We continue to provide counseling services and a resource teacher along with the use of Edgenuity as our primary course platform for grades 7-12, offering a variety courses from credit recovery to a-g to AP. In addition, we provide a tutoring component and guided notebooks with each core class. Also, a full-time counselor is essential for college/career pathway and planning success for students. LCAP student survey responses indicated 95% strongly agree or agree that eCademy offers support and interventions to help students be academically successful.

Action 1.8 Increase students “prepared” in College & Career Indicator: Emerging Effectiveness; We were unable to add any virtual CTE course options and develop our own CTE pathway. However, we continue to monitor CTE pathway completers, utilize CAColleges.edu, offer study trips, and offer Edgenuity subscription electives. We still need to increase the number of students who participate in study trips.

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.

Listed below are the changes to target outcomes:

Metric 1.1 English Language Arts Indicator: Change to “2 points above standard.” We met the original target outcome which was 34.6 points below standard with 0.1 points below standard.

Metric 1.8 Percentage of 7-12 grade students earning C’s or higher: Change to “7 - 8 = 77% for ELA; 73% for Math.” We wanted to separate the 7-8 ELA and Math target outcomes because the 7-8 ELA pass rates increased from 58% to 75.1%, while Math pass rates decreased from 58% to 31.3% No Change for 9-12 earning C’s or higher.

Metric 1.11 Advanced Placement results scoring 3 or higher: Change to “80% of AP tests taken will be a score 3+.” The previous target outcome was based per test which is harder to track now that the number of students and number of AP tests taken have fluctuated.

Metric 1.12 K-6 iReady Scores: Change “Increase iReady D2 results in grades 1-6 students at grade level: Reading by 15% each year Math by 5% each year.” The previous target outcome was measuring Kindergarten, however Kindergarten is not tested in D1 which means there will be no data to compare to when Kindergarten is tested in D2.

Listed below are the changes to actions:

Action 1.1 Removed "A-G support para/liaison because that funding ended in 2026.

Action 1.8 Increase students “prepared” in College & Career Indicator: Change. We have explored a variety of ways to add CTE course options including virtual courses. However, these options are not feasible. We removed the first three descriptions: “Add virtual CTE options,” “Increase CTE course options,” and “Develop CTE pathways.” These descriptions were replaced with “Continue to review and explore college preparedness.” Students who are interested in completing CTE courses and/or CTE pathway will be encouraged to concurrently enroll at their home school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Multi-Tiered System of Supports in all subjects including ELD: -Utilize intervention models -Hire supplemental academic assistance (e.g. Para, EL Para) -Support classes (In-person) (e.g. math, ELA/writing, etc.) -Purchase supplemental materials/programs (e.g. Aeries DTS, EDGE, etc.) -Tutoring -Guided Notes (duplication)	$148,785.00	Yes
1.2	Incentivize Work Completion	Offer incentives based on student work completed, to increase success in academic achievement.	$500.00	Yes
1.3	Music/Performing Arts & Fine Arts	Provide part - time music and/or art education for all K-12 students. Prop 28 Block Grant	$21,605.00	No
1.4	Data Entry	Continue improving the formalized process for data entry and record keeping: • Provide training to increase the accuracy and volume of student enrollment, data entry, and record keeping • Utilize the Aeries Analytic System and associated training to improve data on academic achievement & deficiencies, discipline and interventions • Maintain a part-time secretary position and increase the number of work hours • Miscellaneous supplies (e.g., office needs)	$22,500.00	Yes
1.5	K-6 Homeschool	Meet the specific needs of the K-6 homeschool program -Provide bus passes for parents accompanying their children to school	$191,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Provide instructional materials for teacher/parents (e.g. curriculum, iReady, etc.) -Teacher cost -Science In-person monthly lab materials per grade strands -Provide K-6 study trip opportunities		
1.6	Educational Services	Maintain the following services to meet the academic needs of all students: -Maintain Counseling services for students -Maintain Programs (e.g. AP test, AP Reader, SPED Case Manager, etc.) -Misc. Materials and supplies needed for standard operations (e.g. office supplies, ink, etc.)	$125,418.00	Yes
1.7				
1.8	Increase students "prepared" in College & Career Indicator	-Monitor CTE pathway completers -Utilize CAColleges.edu -Increase student attendance for college and career workshops -College Campus study trips -Edgenuity subscription electives	$17,845.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Indicator	62.9 % chronically absent/Orange (2023 Dashboard) 72.4% chronic absenteeism rate (2022-23 DataQuest)	47 % chronically absent/Orange (2024 Dashboard) 55.1% chronic absenteeism rate (2023-24 DataQuest)	24.6% chronically absent/Orange (2025 Dashboard) 36.5% chronic absenteeism rate (2024-25 DataQuest)	20% chronically absent 30% chronic absenteeism rate	38.3% decrease (Dashboard) 35.9% decrease (DataQuest)
2.2	Attendance Rates	88.35% Average Attendance (AERIES 2023-24)	91% Average Attendance (Aeries 2024-2025)	94% Average Attendance (Aeries 2025-2026)	Increase to 95% for each grade level strand	5.65% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	California Healthy Kids Survey	77% Response Rate (2024 CHKS) Average percentages for grade 11: School Connectedness: 78% Caring adult relationships: 86% Parent Involvement: 83% Experienced Chronic Sadness/Hopelessness: 41% Considered Suicide: 9% Current Alcohol or Drug Use: 14% Current Marijuana Use: 9% Vaping: 5% Experienced any Harassment or Bullying: 5% School Perceived as Safe or Very Safe: No Data (CHKS 2023-24)	93% Response Rate (2024 CHKS) Grade 7 90% Grade 9 100% Grade 11 90% Average percentages for grade 11: School Connectedness: 77% Caring adult relationships: 79% Parent Involvement: 85% Experienced Chronic Sadness/Hopelessness: 48% Considered Suicide: 15% Current Alcohol or Drug Use: 18% Current Marijuana Use: 15% Vaping: 11%	(CHKS 2025-26) Response Rate: Grade 7 100% Grade 9 100% Grade 11 100% Average percentages for grades 11 School Connectedness: 69% Caring adult relationships: 84% Parent Involvement: 88% Experienced Chronic Sadness /Hopelessness: 65% Considered Suicide: 24% Current Alcohol or Drug Use: 12% Current Marijuana Use: 6% Vaping: 6%	Increase participation by 3% each year = 96% Average percentages for grade 11: School Connectedness: Increase by 2% each year = 84% Caring adult relationships: Maintain at 86% Parent Involvement: Maintain at 83% Experienced Chronic Sadness/Hopelessness: Decrease by 3% each year = 32% Considered Suicide: Decrease by 1% each year = 6% Current Alcohol or Drug Use: Decrease by 1% each year = 11%	Grade 11: 23% increase for response rate 9% decrease for school connectedness 2% increase for caring adult relationships 5% increase for parent involvement 24% increase for experienced chronic sadness/hopelessness 15% increase for considered suicide 2% decrease for current alcohol or drug use 3% decrease for current marjuana use 1% increase for vaping

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Experienced any Harassment or Bullying: 0% School Perceived as Safe or Very Safe: 0% (CHKS 2024-25)	Experienced any Harassment or Bullying: 12% School Perceived as Safe or Very Safe: No Data	Current Marijuana Use: Maintain at 9%, Maintain Vaping: 5% Experienced any Harassment or Bullying: Maintain at 5% School Perceived as Safe or Very Safe: Establish baseline Data	7% increase for experienced any harassment or bullying N/A for school perceived as safe or very safe
2.4	K-6 Enrichment Participation	25% of K-6 students participate in at least one enrichment activity per month (2023-24)	90% of K-6 students participate in at least one enrichment activity per month (2024-25), thus far	100% of K-6 students participate in at least one enrichment activity per month (2025-26)	Maintain 100% K-6 student participation in monthly enrichment activity	75% increase
2.5	Concurrent enrollment	10% of eligible students gaining access to comprehensive site courses/activities	15% of eligible students gaining access to comprehensive site courses/activities	15% of eligible students gaining access to comprehensive site courses/activities	3% increase each year of students taking advantage of these opportunities	5% increase
2.6	Suspension Rate Indicator	Maintain All students in the Blue Indicator (2023 Dashboard)	0.8% suspended at least once/Status Level: Green (2024 Dashboard)	0% suspended at least once/Status Level: Blue (2025 Dashboard)	Maintain All students in the Blue Dashboard Indicator	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	PBIS protocols	Implement PBIS protocols level 1 (2023 - 24)	Midway through level 2 training	Implement PBIS protocols level 2	Maintain PBIS protocols at level 2 and obtain Bronze Award	Moved from level 1 to level 2
2.8	Student Daily In-person attendance	No data	K - 6: 95% 7 - 8: 89% 9 - 12: 93%	K-6 99% 7-8 93% 9-12 93%	Maintain K-6 at 99% attendance Increase by 2% each year for 7-8 and 9-12	K-6: 4% increase 7-8: 4% increase 9-12: No Change
2.9	Attendance of school-wide family events to build community	Participation of families and students of 3 school events throughout the school year: K - 6 participation 20% 7 - 12 participation 5%	Participation of families and students of 3 school events throughout the school year: K - 6 participation 56% 7 - 12 participation 26%	Participation of families and students of 3 school events throughout the school year: K - 6 participation 70% 7 - 12 participation 26%	Increase family/student participation in school-wide family events by 10% each year: K - 6 at 76% 7 - 12 at 46%	K-6 56% increase 7-12 41% increase
2.10	Staff Demographics	2023 - 2024 Data Ethnicity/Race Hispanic = 40% White = 50% Asian – 10%	2024 - 2025 Data Ethnicity/Race Hispanic = 40% White = 50% Asian – 10%	2025-2026 Ethnicity/Race Hispanic = 21% White = 71% Two or More Races = 7%	Attempt to have staff demographic closely reflect current student demographics	19% decrease Hispanic 21% increase White
2.11	Expulsion rates	0 students expelled (2023-24 AERIES)	0 students expelled	0 students expelled	0 students expelled	No Change

Goal Analysis [2025-26]

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

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

Overall our implementation of the actions have been successful. Additionally, Metrics 2.2 - 2.11 will continue to be used to monitor the impact of these actions.

Action 2.2 Family/Student Events & Recognitions: Successful; Our family event participation has significantly increased, reflecting strong community engagement. For example, Back to School Night attendance increased by 33%. We held an awards ceremony recognizing students in categories such as character traits, GPA, and growth, which was well attended by both families and students. Fall Fun Night attendance rose by 83%. Tree Lighting event participation increased by 88%. Ice Skating event saw a 171% increase in participation. Spring Fling attendance surged by 305%.
K-6 enrichment participation was successful this year. Approximately 65% of students attended the study trips, and about 90% participated in each science lab.

Action 2.3 California Healthy Kids Survey: Successful; We administered the CHKS with a greater than or equal to 100% response rate depending on the grade level.

Action 2.4 CARE Clinician: Successful; This person is on campus twice a week and sees students individually. Our average attendance rates have increased by 5.33% and chronic absenteeism rate has declined 22.4% (Dashboard).

Action 2.5 PBIS Implementation: Successful; This is a district initiative, and we continue to move forward in the process from level one to level two. In addition, PBIS protocols and expectations were developed with SCOE to best fit our school model. Posters are now posted in each classroom and throughout the campus, and lessons are provided to students to share the information. We expanded the ticket incentive system to all teachers and in-person classes. As part of our PBIS program, we added a Crane Mart to provide more incentive options for students. In this store, students can redeem their tickets for a wider variety of rewards, designed to appeal to more students and encourage positive behaviors and work completion. We continue to work through the PBIS protocols with SCOE and have completed level 2 training. No student has been expelled or suspended this year.

Action 2.6 Increase Social Media Presence: Successful; We continue to increase our social media followers (Action 4.2) in order to inform our families about school-wide family events and resources available to them.

Action 2.7 Study Trips: Successful; K-6 enrichment participation Approximately 65% of students attended the study trips, and about 90% participated in each science lab.

Action 2.8 Hot Spots: Successful. We increase the number of hot spots we provide to 10, from 8 last school year, for students in need. Typically, 80% of the hotspots are checked out by the students.

Action 2.10 Student Clubs: The launch of the Cranes in Action service club has been successful. This club meets quarterly to organize and participate in community service projects. We are actively working to grow both membership and club activities. Funding supports student clubs and enables off-campus experiences like study trips. So far, 26 students have participated in Cranes in Action service-learning events.

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.

eCademy planned for $110,205 in expenditures for this goal, with estimated actual expenditures totaling $89,511. Material differences between budgeted and estimated actual expenditures are found in the following actions:

Action 2.6 Increase Social Media Presence: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. None of the allocated funds needed to be used because the task was absorbed into regular hours during the day and no stipend was needed, but we will allocate the same amount again just in case a stipend is needed to be paid.

Action 2.7 Study Trips: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. Only 13% of funds were used but, we will continue to allocate the same amount of funds for study trips because we must be able to absorb the cost of a school bus at any point needed. All study trips this year were handle with school vans which is a minimal cost in comparison to bus.

Action 2.8 Hot Spots: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. We have increased this allocation by $10,000 to assure we have the funds to provide Hot Spots (WIFI), specifically for SED families because that population has increased; however, they did not utilize this service as expected.

Action 2.10 Student Clubs: This was a new action for '25 - '26. Only one club was implemented.

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

Overall, our actions have been effective in making progress towards the goals. Specific action description and highlights based on results below.

Action 2.2 Family/Student Events & Recognitions: Effective; Overall we have increased participation in family/student events. LCAP survey results reveal 98% of parent/guardians strongly agree and agree that eCademy has adults who really care about their child and 93% of 7-12 students strongly agree or agree that eCademy has adults who really care about them.

Action 2.3 California Healthy Kids Survey: Effective; We will continue to use this valuable survey data in our LCAP. LCAP survey results indicate 90% of parents/guardians strongly agree and agree that their school enjoys attending eCademy and 95% of 7-12 students strongly agree or agree that they enjoy attending eCademy;

Action 2.4 CARE Clinician: Effective; The amount of student referrals is appropriately handled with 2-days of service from our mental health clinician. Survey results 93% of parents/guardians strongly agree or agree that eCademy offers social-emotional support and cares about the mental health of their scholars and 85% of 7-12 students strongly agree or agree that eCademy offers social-emotional supports and cares about their mental health.

Action 2.5 PBIS Implementation: Effective; We are now fully implementing level 2 PBIS protocols and actively working on obtaining a Bronze Award. LCAP survey results show that 93% of parents/guardians strongly agree and agree that their scholar feels safe at school and 97% of 7-12 students strongly agree and agree that they feel safe at school.

Action 2.5 PBIS Implementation: Effective; Significant growth was achieved in PBIS this year. We expanded the ticket incentive system to all teachers and in-person classes. As part of our PBIS program, we added a Crane Mart to provide more incentive options for students. In this store, students can redeem their tickets for a wider variety of rewards, designed to appeal to more students and encourage positive behaviors and work completion. Funds were used to support these improvements and to enable staff to continue attending training at SCOE.

Action 2.6 Increase Social Media Presence: Effective. We continue to build social media followers (118% increase from baseline) and regularly use these platforms to keep parents and students informed about school events and updates.

Action 2.7 Study Trips: Effective. Despite not needing school bus transport, we have taken many students on study trips to local colleges in school vans, which are much cheaper than a school bus. K-6 students attended monthly study trips, and 9-12 students attended 4 college-related study trips in the year.

Action 2.8 Hot Spots: Effective; We increase the number of hot spots we provide to 10, from 8 last school year, for students in need. Typically, 80% of the hotspots are checked out by the students.

Action 2.10 Student Clubs: Effective; At the beginning of the year, Cranes in Action, a service-learning club, was started. The club met quarterly and focused on creating blankets with the goal of distributing them to local homeless shelters and convalescent homes. Many students were able to meet their service-learning requirement by attending club meetings. A Creative Writing Club will start next year.

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.

Listed below are the changes to target outcomes:
Metric 2.1 Chronic Absenteeism Indicator: Change to “20% chronically absent; 30% chronic absenteeism rate.” We met the original target which was 40% chronically absent and 49% chronic absenteeism. From baseline, we have decreased every year.
Metric 2.2 Attendance Rates: Change to “95% for each grade level strand.” We met the original target outcome which was a 5% increase in ADA, to 93% for each grade level strand. Every year attendance rates have been increasing.
Metric 2.4 K-6 Enrichment Participation: Change to “Maintain 100% K-6 student participation in monthly enrichment activities.” For the last two years, we had consistently more K-6 participation than baseline. Our original target outcome was a 2% increase per year. This year we had a 75% increase from baseline.
Metric 2.7 PBIS protocols: Change to “Maintain PBIS protocols at level 2 and obtain Bronze Award.” We met the original target which was to increase implementation of PBIS protocols up to level 2. The next step would be to keep PBIS protocols at level 2 and work on recognition.
Metric 2.8 Student Daily In-person attendance: Change to “Maintain K-6 at 99% in-person attendance; Increase by 2% each year for 7-8 and 9-12.” We wanted to change K-6’s target outcome specifically because we could not increase to over 100% for attendance.

Metric 2.10 Staff Demographics: Change “Attempt to have staff demographic closely reflect current student demographics.” Based on our reflections we felt that keeping attempt to maintain balance as a target outcome to vague as a target outcome.

Listed below are the changes to actions:
Action 2.10 Student Clubs: Changed “Begin” to “Maintain” since student clubs were started.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.2	Family/student Events & Recognition	Materials & supplies	$700.00	Yes
2.3	California Healthy Kids Survey	Survey data	$0.00	No
2.4	Mental Health Clinician	Mental Health Clinician (Part - Time)	$82,591.00	Yes
2.5	PBIS Implementation	Materials/supplies to follow PBIS protocols and provide student incentives.	$5,000.00	Yes
2.6	Increase social media presence	Maintain Instagram page	$500.00	Yes
2.7	Study Trips	Continue Student Study Trips	$5,000.00	Yes
2.8	Hot Spots	Provide Hot Spots for student without WIFI access in home -Provide back up hot spots for our campus	$10,000.00	Yes
2.10	Student Clubs	Continue supporting student clubs on campus to enhance student engagement and provide enrichment opportunities. -Advisor stipend	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Transportation expense (e.g., bus, van, etc.) -Misc. needs		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriate assignment of staff	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with Williams Act	100% of staff appropriately assigned in compliance with Williams Act	No Change
3.2	Student access to instructional materials	Instructional materials provided to 100% of students in compliance with Williams Act	instructional materials provided to 100% of students in compliance with Williams Act	Instructional materials provided to 100% of students in compliance with Williams Act	Instructional materials provided to 100% of students in compliance with Williams Act	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Access to professional development	2 PD days available to all staff; trainings available focused on core Edgenuity content, technology, interventions, and social-emotional learning, & ELD in addition to weekly PLC time.	2 PD days available to all staff; trainings available focused on core Edgenuity content, technology, interventions, and social-emotional learning, & ELD in addition to weekly PLC time	2 PD days available to all staff; training available focused on EdgeEx, PBIS, trauma-informed practices, technology, and K-6 content. In addition to weekly PLC time.	100% of teachers attend the 2 PD days	No Change
3.4	Collective Commitments	No Data Collected	100% of teachers documenting Collective Commitments for teacher/student meetings.	100% of teachers documenting Collective Commitments for teacher/student meetings	Maintain 100% of teachers documenting Collective Commitments for teacher/student meetings.	No Change
3.5	Classroom technology	All classrooms be equipped with minimum of teacher computer workstation, dual monitors, and each classroom have promethium boards installed	All classrooms have been equipped with minimum of teacher computer workstation, dual monitors, and each classroom has promethium boards installed	All classrooms be equipped with minimum of teacher computer workstation with a printer, dual monitors, and each classroom have promethium boards installed	100% technology in classrooms be completed	No Change
3.6	Teacher Induction Program completion	Utilize TUSD in-house induction program for any new teacher assignments	No new teachers at this time, but will utilize teacher induction program as needed	No new teacher assignments but will utilize a teacher induction program as needed.	100% participation, as needed	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Master Schedule	Create a master schedule to meet our student needs	Added two new in-person course offerings for students: Art I - II Fundamentals of Art for 7 - 12 and Strategic Intervention/English Writing Class for 9 - 12	Added three new in-person course offerings for students: Strategic Intervention Math 7-8, Math I (9-12), and Math II (9-12) Support Classes Added the following independent study course: Pre-Calculus Honors (9-12); Math iReady 7-8 lessons	Zero conflicts on master schedule	Added 3 in person courses to 7-12 master schedule. Added 2 independent study courses to 7-12 master schedule. Zero conflicts on master schedule.
3.8	Meet all TUSD and state testing requirements	Offer iReady assessment twice a year and complete all state testing (e.g. ELPAC, CAASPP, PFT, etc.)	100% of testing requirements completed with 97% participation	100% of testing requirements completed with 100% participation	100% of testing requirements completed with 95% participation or above	No change in testing requirement 3% increase of participation
3.10	Implementation of Academic Standards Local Indicator	Average rating on self-reflection tool: PD = 4.6 Instructional Materials = 4.8 Policy & Program Support = 4 Implementation of Standards = 3	Average rating on self-reflection tool: PD = 4.4 Instructional Materials = 4.6 Policy & Program Support = 3.6 Implementation of Standards = 3	Average rating on self-reflection tool: PD = 4.4 Instructional Materials = 4.6 Policy & Program Support = 3.6 Implementation of Standards = 3.4 Engagement of School Leadership = 4.7 (2025 Dashboard)	Desired Outcome of average rating of self reflection tool of 4.5 in each category	PD= 4.3% decrease Instructional Materials = 4.2% decrease Policy & Program Support = 8.7% decrease Implementation of Standards =13% increase Engagement of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Engagement of School Leadership = 5 (2023 Dashboard)	Engagement of School Leadership = 4.7 (2024 Dashboard)			School Leadership = 6% decrease
3.11	Physical Fitness Test	Grade 5, 7, & 9 Aerobic Capacity: 100%; 75%; 87.5% Abdominal Strength: 75%; 81.3%; 82.5% Trunk Strength: 75%; 87.5%; 77.5% Upper Body Strength: 100%; 81.3%; 87.5% Flexibility: 75%; 87.5%; 77.5% (2022-2023 Physical Fitness Test)	Grade 5, 7, & 9 Participation % Aerobic Capacity: 100%; 100%; 93.3% Abdominal Strength: 100%; 100%; 86.7% Trunk Strength: 100%; 90%; 86.7% Upper Body Strength: 100%; 100%; 93.3% Flexibility: 100%; 100%; 93.3% (2023-2024 Physical Fitness Test)	Grade 5, 7, & 9 Participation % Aerobic Capacity: 100%; 100%; 89% Abdominal Strength: 100%; 100%; 92% Trunk Strength: 100%; 100%; 89% Upper Body Strength: 100%; 100%; 92% Flexibility: 100%; 100%; 92% (2024-2025 Physical Fitness Test)	Increase percentages of student participation to 100%	Grade 5, 7, & 9 Participation % Aerobic Capacity: No Change; 25% increase; 1.5% increase Abdominal Strength: 25% increase; 18.5% increase; 9.5% increase Trunk Strength: 25% increase; 12.5% increase; 22.5% increase Upper Body Strength: No Change; 18.7% increase;12.5% increase Flexibility: 25% increase; 12.5% increase; 22.5% increase
3.12	Reviews of Curriculum	Review of core curriculum.	Constantly under review to expand: For '24 - '25 S2, an in-person strategic writing course was added. For '25 -	Review of core curriculum	Maintain review of core curriculum	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			'26, 3 new courses will be added.			
3.13	Access to a Broad Course of Study Local Indicator	K-6: 100% have access to core curriculum & science lab 7-12 All: 100% have access to core curriculum; 15 students concurrently enrolled in courses at comprehensive sites; 102 students enrolled in elective courses; 15 students enrolled in CTE courses; 12 students enrolled in AP/Honors courses 7-12 EL: 100% have access to core curriculum; 1 student concurrently enrolled in courses at comprehensive sites; 8 students enrolled in elective courses; 2 students enrolled in CTE courses; 0 students enrolled in AP/Honors courses 7-12 SED: 100% have access to core curriculum; 1 student concurrently enrolled in courses at	K-6: 100% have access to core curriculum & science lab 7-12 All: 100% have access to core curriculum; 18 students concurrently enrolled in courses at comprehensive sites; 107 students enrolled in elective courses; 9 students enrolled in CTE courses; 13 students enrolled in AP/Honors courses 7-12 EL: 100% have access to core curriculum; 1 student concurrently enrolled in courses at comprehensive sites; 10 students enrolled in elective courses; 1 students enrolled in CTE courses; 0 students enrolled	K-6: 100% have access to core curriculum & science lab 7-12 All: 100% have access to core curriculum; 13 students concurrently enrolled in courses at comprehensive sites; 97 students enrolled in elective courses; 3 students enrolled in CTE courses; 23 students enrolled in AP/Honors courses 7-12 EL: 100% have access to core curriculum; 1 student concurrently enrolled in courses at comprehensive sites; 14 students enrolled in elective courses; 0 students enrolled in CTE courses: 0 students enrolled	K-6: 100% have access to core curriculum & science lab 7-12 All: 100% have access to core curriculum; 24 students concurrently enrolled in courses at comprehensive sites; 108 students enrolled in elective courses; 22 students enrolled in CTE courses; 15 students enrolled in AP/Honors courses 7-12 EL: 100% have access to core curriculum; 3 students concurrently enrolled in courses at comprehensive sites; 14 students enrolled in elective courses; 8 students enrolled in CTE courses; 3 students enrolled	K-6: No Change 7-12: Access to core curriculum - No Change Students concurrently enrolled - 2 student decrease Students enrolled in elective courses - 5 student decrease Students enrolled in CTE courses - 12 student decrease Students enrolled in AP/Honors courses - 11 student increase 7-12 EL: A7-12 EL: Access to core curriculum - No Change Students concurrently enrolled - No Change Students enrolled in elective courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comprehensive sites; 49 students enrolled in elective courses; 10 students enrolled in CTE courses; 3 students enrolled in AP/Honors courses 7-12 SWD: 100% have access to core curriculum; 1 student concurrently enrolled in courses at comprehensive sites; 8 students enrolled in elective courses; 1 student enrolled in CTE courses; 0 students enrolled in AP/Honors courses (2023-24 AERIES)	in AP/Honors courses 7-12 SED: 100% have access to core curriculum; 4 student concurrently enrolled in courses at comprehensive sites; 81 students enrolled in elective courses; 4 students enrolled in CTE courses;4 students enrolled in AP/Honors courses 7-12 SWD: 100% have access to core curriculum; 1 student concurrently enrolled in courses at comprehensive sites; 6 students enrolled in elective courses; 1 student enrolled in CTE courses; 0 students enrolled in AP/Honors courses (2023-24 AERIES)	in AP/Honors courses 7-12: SED 100% have access to core curriculum; 7 student concurrently enrolled in courses at comprehensive sites; 59 students enrolled in elective courses; 2 students enrolled in CTE courses; 19 students enrolled in AP/Honors courses 7-12 SWD: 100% have access to core curriculum; 0 student concurrently enrolled in courses at comprehensive sites; 2 students enrolled in elective courses; 0 student enrolled in CTE courses; 0 students enrolled in AP/Honors courses	in AP/Honors courses 7-12 SED: 100% have access to core curriculum; 3 students concurrently enrolled in courses at comprehensive sites; 55 students enrolled in elective courses; 16 students enrolled in CTE courses; 6 students enrolled in AP/Honors courses 7-12 SWD: 100% have access to core curriculum; 3 students concurrently enrolled in courses at comprehensive sites; all SWD students enrolled in elective courses; 4 students enrolled in CTE courses; encourage capable SWDs to enroll in AP/Honors courses (AERIES)	- 6 student increase Students enrolled in CTE courses - 2 student decrease Students enrolled in AP/Honors courses - No Change 7-12 SED: Access to core curriculum - No Change Students concurrently enrolled - 6 student increase Students enrolled in elective courses - 10 student increase Students enrolled in CTE courses - 8 student decrease Students enrolled in AP/Honors courses - 16 student increase 7-12 SWD: Access to core curriculum - No Change; Students concurrently

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						enrolled - 1 student decrease; Students enrolled in elective courses - 1 student increase; Students enrolled in CTE courses - 1 student decrease Students enrolled in AP/Honors courses - No Change

Goal Analysis [2025-26]

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

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

Overall, our implementation of the actions has been successful. Specific action descriptions below. Additionally, Metrics 3.1-3.13 will continue to be used to monitor the impact of these actions.

Action 3.1 Professional Development: Successful; 100% of faculty attended 2 PD days available to all staff; trainings available focused on core Edgenuity content, PBIS, technology, interventions, and social-emotional learning, ELD, completed all required Keenan trainings, and weekly PLC time.

Action 3.2 Classroom Technology: Successful; 100% of classrooms have been equipped with a minimum of a teacher computer workstation and dual monitors, and each classroom has Promethean boards. All students have a school-issued Chromebook to access their curriculum, and teachers have the necessary technology at their teacher workstations.

Action 3.3 Curriculum: Successful; We continue to use the Edgenuity platform for the 7-12 curriculum, and K-6 uses the district-adopted textbook curriculum. Curriculum is constantly under review to expand: Moved to EdgeX math courses on Edgenuity due to course curriculum updates. This year, four in-person classes were added to the master schedule: a 7-12 art class and a 9-12 writing support class, Math 7/8 Support, and Int. Math, I Support, Int. Math II Support and core EdgeX was piloted.

Action 3.4 21st Century Skills: Successful; We continue to offer “21st Century Skills,” which is one semester of health education and another semester of college/career exploration. 100% of freshmen complete these courses to focus on college/career exploration and health & character education. Courses offered during summer school for advanced credits to incoming freshman

Action 3.5 Tier II Support: Successful; We implemented a science lab for K-6 in addition to a daily SEL engagement/learning opportunity. Secondary students utilizing the Tier II support demonstrate improvement. 10% - 15% of total enrollment has received Tier II support at some point throughout the school year, and they have increased their class quiz/test scores by 20% - 30%.

Action 3.7 Professional Learning Communities: Successful; 100% of teachers and counselor participate in the PLC process. 100% of teachers documenting Collective Commitments for teacher/student meetings, which was developed via the PLC process.

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.

eCademy planned for $291,095 in expenditures for this goal, with estimated actual expenditures totaling $154,366. Material differences between budgeted and estimated actual expenditures are found in the following actions:

Action 3.2 Classroom Technology: There was not a need to purchase as much technology as there was in the prior year.

Action 3.3 Curriculum: There were less expenditures for consumables, and online supplemental programs.

Action 3.4 21st Century Skills: There were less personnel expenditures because the budget was for a full FTE, but was not needed as this was just one course in the day.

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

Overall, our actions have been effective in making progress towards the goals. Specific action description and highlights based on results below.

Action 3.1 Professional Development: Effective; 100% of staff attend offered PDs, regularly attend PLC time, and have established "Collective Commitments" for our instructional norms. LCAP survey: 100% of staff strongly agreed that there is productive communication among staff.

Action 3.2 Classroom Technology: Effective. According to the LCAP survey, 95% of parents and guardians, as well as 95% of students in grades 7-12, strongly agree or agree that students have appropriate access to technology.

Action 3.3 Curriculum: Effective. The Edgenuity platform has been successful, supported by a range of interventions for students needing additional help. These supports include Tier II intervention, EL paraprofessionals, in-person support classes, and science and writing labs for grades 7-8 in math. We continue to add and refine interventions as needed.

Action 3.4 21st Century Skills: Effective. These district-required courses, such as health and state-mandated classes, are essential for high school graduation. They help students prepare for the future by focusing on personal health, character education, and exploring college and career options.

Action 3.5 Tier II Support: Effective. According to the LCAP survey, 95% of parents and guardians and 97% of students in grades 7-12 strongly agree or agree that eCademy provides the support and interventions needed for academic success. Tier II support will continue through EL and regular paraprofessionals.

Action 3.7 Professional Learning Communities: Effective. According to the LCAP survey, 83% of parents and guardians and 98% of students in grades 7-12 strongly agree or agree that eCademy offers a variety of learning experiences that enhance education. PLCs meet weekly and are a key part of our district initiative, supporting data analysis and action planning for our students.
Overall, our actions have been effective in making progress towards the goals. Specific action description and highlights based on the results below.

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

No changes to any metrics, target outcomes, or actions. In our reflections, we determined that actions are effective and no changes needed to be made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	-2 PD days for staff -Curriculum trainings -PLC stipend -Conferences -Sub cost	$22,100.00	No
3.2	Classroom Technology	Maintain all classrooms with current technology to support effective teaching & learning that include a balance of teacher instructional tools & student engagement resources: -Support 1:1 student to device -Maintain classrooms with District-standard instructional technology -Misc items needed	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Curriculum	-Continue using Edgenuity as the online curriculum -Material costs for consumables (Eureka Math, Edgenuity, Edgenuity Guided notes, Edgenuity lab kits, etc.) -Material costs for district approved courses, curriculum, and subscription-based learning (e.g. RAZkids, Turnitin, Driving course, eDynamic (CTE), EdPuzzle, etc.) -Duplicating	$50,000.00	No
3.4	21st Century Skills	Continue a "21st Century Skills" course to focus on college/career exploration and health & character education, including summer school course offerings. -My 10-year Plan -Teacher cost -Materials/supplies, misc.	$40,000.00	No
3.5	Tier II Support	EL Para & regular para -Provide student individual targeted support -Provide student skill level support -Provide EL Students additional academic support services -Target A - G student improvement	$60,000.00	No
3.7	Professional Learning Communities	Continue consistent collaboration time to monitor student achievement, with focus on DuFour's Four Critical Questions of PLCs for student learning: -PLC Leads & Stipends -Additional site collaboration time/funding -Weekly Wednesday PLC part-time teacher compensation	$5,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Agendas & sign-in sheets documenting parent participation in site/District-level committees	2023 - 2024 Data Parent participation in: ELAC: 3 meetings, 0 participants DELAC: 5 meetings, 1 participant WASC/LCAP: 5 meetings, 15 participants	2024 - 2025 Data Parent participation in: ELAC: 3 meetings, 0 participants DELAC: n/a WASC/LCAP: 5 meetings, 24 participants	2025-2026 Data Parent participation in: ELAC: 3 meetings, 1 participant DELAC: n/a WASC/LCAP: 3 meetings, 21 participants	Increase parent participation in all meetings by 15% each year.	ELAC meeting participation increased to one attendee. WASC/LCAP meeting participation increased by 40%.
4.2	Social media followers	2023 - 2024 Data Number of followers on social media: Instagram: 83	Number of followers on social media: Instagram: 135	2025-2026 Number of followers on social media:	Increase social media followers each year by 15%.	131% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Instagram: 192		
4.3	Parent survey participation	2023 - 2024 Data CHKS Parent responders: 77%	2024-2025 CHKS Parent responders: 62%	2025-2026 CHKS Parent responders 43%	Increase parent survey responders each year by 5%.	34% decrease
4.4	Parent participation in family events	2023 - 2024 Data Back to School - 15 Fall Fun Night - 35 Tree Lighting – 80 Ice Skating - 14 Spring Fling – 20	2024 - 2025 Data Back to School - 18 Fall Fun Night - 30 Tree Lighting – 100 Ice Skating - 13 Spring Fling – 117	2025 - 2026 Back to School - 20 Fall Fun Night - 64 Tree Lighting - 150 Ice Skating - 38 Spring Fling - 81	Increase participation in each event each year by 3%	Back to School - 33% increase Fall Fun Night - 83% increase Tree Lighting - 88% increase Ice Skating - 171% increase Spring Fling - 305% increase
4.5	Parent & Family Engagement Local Indicator	2023 - 2024 Parent Square Data k - 12: On average 63% view message sent out	2024 - 2025 Parent Square Data K - 12: On average 76% view message sent out	2025 - 2026 Parent Square Data K - 12: On average 74% view message sent out	2% increase of average viewers each year	11% increase

Goal Analysis [2025-26]

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

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

Overall, our implementation of the actions has been successful. Specific action descriptions below. Additionally, Metrics 4.1-4.5 will continue to be used to monitor the impact of these actions.

Action 4.1 Parent Information and Activity Nights: Successful. We successfully hosted a range of parent informational meetings and family events. For example, Back to School Night attendance increased by 33%. Fall Fun Night attendance grew by 83%. Tree Lighting event participation rose by 88%. Ice Skating events saw a 171% increase in attendance. Spring Fling attendance surged by 305%.

Action 4.2 Communications: Successful. We used multiple channels to communicate with parents and the community. Parent Square remains one of our primary methods of communication, alongside Edgenuity updates.

Action 4.3 Social Media Coordinator: Successful; we increased our social media presence and reassigned the social media manager duties to a classified staff member. We increased our Instagram followers by 131% increase.

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.

eCademy planned for $10,100 in expenditures for this goal, with estimated actual expenditures totaling $2,154. Material differences between budgeted and estimated actual expenditures are found in the following actions:

Action 4.1 Parent information/Activity Nights: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. Despite only using 25% of the allocated funds we have budgeted the same since we saw a significant increase in parent participation this year and anticipate we will continue to grow.

Action 4.2 Communications: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. Due to equipment purchased in the prior year there were less expenditures this year.

Action 4.3 Social Media Coordinator: Yes, there is a significant difference between budgeted expenditures and estimated actual expenditures. We have not used any of this allocation, thus will reduce funds here next year.

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

Overall, our actions have been effective in making progress towards the goals. Specific action description and highlights based on the results below.

Action 4.1 Parent Information and Activity Nights: Effective. Survey results indicate that 95% of parents and guardians strongly agree or agree that eCademy actively partners with them in their child's education. We also observed increased parent participation in family events and will continue to build on this growth. For example, Back to School Night attendance increased by 33%. Fall Fun Night attendance grew by 83%. Tree Lighting event participation rose by 88%. Ice Skating events saw a 171% increase in attendance. Spring Fling attendance surged by 305%.

Action 4.2 Communications: Effective. We will continue to follow district communication protocols to ensure consistent and clear communication with families.

Action 4.3 Social Media Coordinator: Effective. Family and parent engagement with eCademy has increased, as demonstrated by a 131% increase in social media followers and higher attendance at most family events.

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.

Listed below are changes to actions:

Action 4.1 Parent information/Activity Nights: Change to “Maintain offerings and expand experiences at parenting information/activities.” In our reflection, we determined that we had an abundance of offered activities and needed to focus on making those activities more meaningful.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Monthly & annual site inspections	100% completion of monthly & annual site inspections.	Yearly Williams Act Inspection, Yearly Fire Marshall Inspection, and Each semester IIPP Inspections	Yearly Williams Act Inspection, Yearly Fire Marshall Inspection, and Each semester IIPP Inspections	100% completion of monthly & annual site inspections.	No Change
5.2	Safety training participation	Develop school safety plan and carry out trainings. 100% participation in required Keenan trainings.	School Safety Plan development and implementation.	School Safety Plan implemented. 100% participation in required Keenan training.	Fully developed and implemented school safety plan and 100% participation in	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% participation in required Keenan trainings.		required Keenan trainings.	
5.3	Student Campus Check In/Out system	100% of on campus visitors use check in system.	System in use	System in Use	100% of on campus visitors use check in system.	No Change
5.4	Campus Safety Checks	No data available	Completing weekly Safety Snapshots, IIPP (Site Safety Inspection) bi-yearly. 100% compliant.	100% compliance.	Maintain 100% compliant	Implemented

Goal Analysis [2025-26]

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

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

Overall, our implementation of the actions has been successful. Specific action descriptions below. Additionally, Metrics 5.1-5.4 will continue to be used to monitor the impact of these actions.

Action 5.1 Facilities: Successful. All facilities are in good repair, and all staff have completed safety trainings.

Action 5.2 Safety Trainings: Successful; Safety snapshots are completed two to three times weekly, along with twice yearly site safety inspections.

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.

eCademy planned for $162,500 in expenditures for this goal, with estimated actual expenditures totaling $167,018. There were no material differences between budgeted and estimated actual expenditures for this goal.

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

Overall, our actions have effectively advanced progress toward our goals. See below for specific action descriptions and key highlights based on results.

Action 5.1 Facilities: Effective. According to LCAP survey results, 98% of parents and guardians and 100% of students in grades 7-12 strongly agree or agree that eCademy is clean and well-maintained.

Action 5.2 Safety Trainings: Effective. LCAP survey results show that 93% of parents and guardians and 97% of students in grades 7-12 strongly agree or agree that students feel safe at school.

Metric 5.4: The target outcome was revised from 90% compliant to maintaining 100% compliance, as the original target has been met.

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

No changes to any metrics, target outcomes, or actions. In our reflections, we determined that actions are effective and no changes needed to be made.

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
5.1	Facilities	Maintain facilities in good repair by improving & implementing a District-standard for facilities, including a site-based custodial model, that is consistently applied on all campuses to support annual facility inspections. -Misc. items such as parking lot signs -Custodial cost	$169,000.00	Yes
5.2	Safety Trainings	Provide training to staff to expand & improve understanding of facility maintenance & safety/security procedures & expectations. -Keenan trainings, etc.	$2,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$370,275	$33,691

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
27.435%	0.000%	$0.00	27.435%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** MTSS **Need:** Based on our academic and chronic absenteeism indicators, our English Learner (EL) and Socioeconomically Disadvantaged (SED) students require additional services to ensure they receive the support needed for academic success. We plan to keep the	This action, which includes the two positions mentioned above, is primarily aimed at eCademy's unduplicated students to provide interventions that improve both student achievement and mental health. The Multi-Tiered System of Supports (MTSS) uses a tiered approach, offering both Tier I and Tier II options. Based on feedback from educational partners, MTSS will be implemented across the entire LEA	1.1 ELA Indicator 1.2 Math Indicator 1.3 A - G Course Completion Rates 1.4 Graduation Rate 1.5 EL Progress Indicator 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	following positions: a full-time EL paraprofessional and a part-time regular paraprofessional, both to increase academic achievement. **Scope:** LEA-wide	to ensure all students receive the academic support they need to succeed.	1.12 iReady Scores 1.15 College & Career Indicator
1.2	**Action:** Incentivize Work Completion **Need:** Our chronic absenteeism rate is at the orange performance level, with 24.6% of students chronically absent. Additionally, our college/career readiness indicator shows that only 10.5% of students are prepared, a 4.3% decrease from the previous year. This data indicates that our English Learner (EL) and Socioeconomically Disadvantaged (SED) students need additional incentives to complete their assigned work on the Edgenuity platform. **Scope:** LEA-wide	This action targets eCademy's unduplicated students by offering incentives designed to boost achievement and encourage completion of assigned coursework. Incentives should be implemented LEA-wide because all students use the Edgenuity platform and need to improve attendance/work completion, and passing grades.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate
1.4	**Action:** Data Entry **Need:** Our academic indicators demonstrate the need to identify the specific learning gaps and strengths of our EL & SED students and provide the necessary interventions.	This action enhances the collection, organization, and accuracy of data for EL, SED, and SWD students, helping to identify gaps in attendance, academic achievement, deficiencies, behavior, and interventions.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.6 Drop Out Rate 1.8 Grade of "C" or higher rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Personnel to monitor accuracy & volume of student enrollment, data entry, & record keeping. **Scope:** LEA-wide	This is implemented District-wide to ensure accurate and consistent processes and procedures for all students.	1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate
1.5	**Action:** K-6 Homeschool **Need:** In response to feedback from educational partners, eCademy has continued the K-6 Home School program as an option to meet the educational needs of younger students, including English Learners (EL) and Socioeconomically Disadvantaged (SED) students. **Scope:** LEA-wide	This action is primarily aimed at eCademy's unduplicated students, providing home school learning opportunities to boost student achievement. This program is available to all students across the LEA, since eCademy is a single-school LEA. While the main focus is on Socioeconomically Disadvantaged (SED) students, all students have access to these opportunities.	1.1 ELA Indicator 1.2 Math Indicator 1.5 EL Progress Indicator 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate
1.6	**Action:** Educational Services **Need:** Feedback from educational partners indicates a need for student support services, particularly for EL and SED students, including counseling, and other opportunities to increase student achievement. **Scope:**	This action is primarily aimed at eCademy's English Learner (EL) and Socioeconomically Disadvantaged (SED) students, providing counseling services and academic supports to boost student achievement. Although the primary focus is on EL and SED students, this action will be implemented LEA-wide to ensure all students receive the academic and social-emotional support needed for success.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.6 Drop Out Rate 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Increase students "prepared" in College & Career Indicator **Need:** Increase students' "prepared" in College & Career Indicator. Data indicates that 10.5% Orange Indicator) of our students are prepared for college. **Scope:** LEA-wide	eCademy Students who are interested in completing CTE courses and/or the CTE pathway will be encouraged to concurrently enroll at their home school. This can increase the number of students completing the CTE Pathway, with a majority of whom are SED students. Although most students are SED, these courses will be offered LEA-wide to ensure all interested students have the opportunity to participate in CTE programs at their comprehensive home school.	1.1 ELA Indicator 1.2 Math Indicator 1.4 Graduation Rate 1.5 EL Progress Indicator 1.6 Drop Out Rate 1.8 Grade of "C" or higher rate 1.10 EL Reclassification Rate 1.12 iReady Scores 1.13 Work Completion Rate 1.15 CTE Course Completion
2.2	**Action:** Family/student Events & Recognition **Need:** Based on our chronic absenteeism data, our EL and SED students can benefit from positive recognition opportunities, and character education to develop social skills, and a sense of belonging to the community. SED chronic absenteeism 24.6% **Scope:** LEA-wide	This action is principally directed at eCademy's unduplicated students, in an effort to provide recognition and incentives to improve school culture, connection to school, and mental well-being. Students will earn recognitions and opportunities throughout the school year in an effort to highlight their successes and participation in the areas of academics, school community engagement, community service, and positive character. Unduplicated students and families make up the largest portion of attendees at these events due to staff encouragement and refreshments provided. While most recognitions involve unduplicated students, this action will be implemented LEA-wide to ensure that all students are acknowledged for their participation and achievements across various programs, regardless of their student group classification.	2.1 Chronic Absenteeism Indicator 2.2 Attendance Rates 2.9 Attendance of school events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Mental Health Clinician **Need:** Based on data showing a 25% chronic absenteeism rate (Dashboard) among Socioeconomically Disadvantaged (SED) students, as well as a 15% increase in reports of chronic sadness or hopelessness among 11th graders (CHKS), eCademy needs a Student Support/Mental Health Clinician to support students' social-emotional well-being. **Scope:** LEA-wide	This action is principally directed at eCademy's SED students in an effort to improve student social emotional well-being with equitable practices for all students & staff. Also, access to a social-emotional curriculum and the opportunity for a safe place for students to learn about mental health and self-reflection. An LEA-wide approach ensures that all students, regardless of background, have the opportunity to participate in social-emotional learning within a safe environment.	2.1 Chronic Absenteeism Indicator 2.2 Attendance Rates 2.3 California Healthy Kids Survey 2.8 Social Emotional Services
2.5	**Action:** PBIS Implementation **Need:** Although eCademy has a low suspension rate, feedback from LCAP and WASC committees reflected the need to reinforce positive behavior when students are on campus. Because eCademy follows an Independent Study model, positive student interaction is limited. However, students, a majority of whom are low-income, attend eCademy because of behavioral issues in a comprehensive setting. **Scope:** LEA-wide	This action is principally directed at eCademy's unduplicated students to provide PBIS protocols and student incentives that encourage positive student behavior and build a positive school climate. PBIS will be implemented LEA-wide to ensure all students receive consistent guidance on behavior protocols and expectations.	2.6 Suspension Rate Indicator 2.7 PBIS Protocols Established 2.8 SEL Services Provided
2.6	**Action:** Increase social media presence	Maintaining an Instagram page to run all school social media will increase awareness among	2.1 Chronic Absenteeism Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on data from our LCAP survey, student and families of our unduplicated students, specifically EL and SED students, expressed the need for increased communication between schools and families to create awareness of student activities and resources available to students in need. **Scope:** LEA-wide	students and families, especially EL and SED families, of school happenings and events. While social media can be a valuable tool for unduplicated students, extending it to the entire student body creates a more engaged and equitable learning environment that benefits all.	2.2 Attendance Rates 2.3 California Healthy Kids Survey 2.4 K-6 Enrichment Participation 2.9 Attendance of school-wide family events to build community
2.7	**Action:** Study Trips **Need:** Experiential learning provides English Learner (EL) and Socioeconomically Disadvantaged (SED) students with meaningful opportunities to connect academic concepts to real-world experiences. Our academic indicators and attendance rates highlight the importance of offering diverse learning approaches to better engage students and improve outcomes. **Scope:** LEA-wide	Study trips are essential for providing equal access to extended, enriched learning experiences beyond the classroom. Many of our unduplicated students lack the opportunity or resources to participate in these activities. This action was designed to offer experiences such as college visits for underrepresented and first-generation students, as well as trips that support and align with CTE pathways. In addition, K-6 students benefit from study trips directly connected to their curriculum. Data strongly supports the need to provide transportation and meals for visits to industries and colleges, helping secondary students explore and pursue career aspirations. Without transportation, unduplicated students would have limited or no access to these valuable learning opportunities. Study trips increase student engagement, particularly for unduplicated students. Offering these trips LEA-wide guarantees that all students have access to at least one enriching experience, promoting greater engagement in learning.	2.3 California Healthy Kids Survey 2.4 K-6 Enrichment Participation 2.9 Attendance of school-wide family events to build community

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Hot Spots **Need:** Based on data from our LCAP survey and focus group meetings, students and families of our unduplicated students, specifically EL and SED students, expressed a need for Hot Spot (WIFI) for home use to complete the online curriculum. **Scope:** LEA-wide	Hot Spots (Wi-Fi) are needed to provide equal access to free, public education and to enable our students, specifically EL & SED, to access their online courses (e.g., Edgenuity, Google Classroom, etc.) from home. Learning must occur outside our brick-and-mortar building, since we are an independent study program and students are only required to attend school once per week for one hour. Clearly, 95% of the schoolwork is completed at home, and it must be done daily for 4 - 6 hours. The data collected has strongly supported the need for Hot Spots for our families/students and unduplicated students to reach their full potential. Hot Spots (WIFI) provides assurance that our students can access their education and excel in their learning, specifically for our unduplicated pupils who need it. Providing these LEA-wide ensures all students have access to learning through our program model.	
2.10	**Action:** Student Clubs **Need:** Student clubs offer EL and SED students valuable opportunities to engage with real-world contexts, enhancing their understanding of academic concepts and building community. Our academic indicators and attendance rates demonstrate the need to provide multiple ways to engage our students in learning and increase student outcomes. **Scope:**	Student clubs are essential for ensuring all students have equal access to extended, enriched learning experiences beyond the classroom. Many unduplicated students lack the resources or opportunities to participate in such activities. This action was created to help students build school culture, strengthen their connection to school, and foster relationships with peers and staff. Additionally, student clubs can organize community-based study trips to support students as they transition out of high school. Transportation is a key part of this expense and is vital for the enrichment of unduplicated students.	2.2 Attendance Rates 2.3 California Healthy Kids Survey 2.4 K-6 Enrichment Participation 2.7 PBIS Protocols 2.9 Attendance of school-wide family events to build community

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.5	**Action:** Tier II Support **Need:** Although EL students are not numerically significant enough to have their own performance indicator, other data (iReady, ELPAC, Edgenuity) show the need for additional academic support for our EL students. **Scope:**	This action is primarily directed at eCademy's EL students to provide interventions that increase student achievement. Primarily, an EL Paraprofessional will provide individual student-targeted support, student skill-level support, and additional academic language support for EL students. Because eCademy is a single-school LEA, this action will be implemented LEA-wide. Although the focus is on EL, depending on the number of EL students present at a given time, offering this service LEA-wide ensures that, if EL students' needs are met, services can be provided to other students to increase academic achievement.	3.3 Curriculum (Edgenuity tutoring support) 3.5 Tier II Support 3.8 Meet all TUSD and state testing requirements 3.9 EL Para Position 3.10 Implementation of Academic Standards Local Indicator
3.7	**Action:** Professional Learning Communities **Need:** This action specifically focuses on eCademy's unduplicated students to ensure consistent practices to support learning through effective implementation of eCademy's Professional Learning Communities. With student absenteeism currently at 24.6% (chronically absent/Orange, 2025 Dashboard) and the Mathematics Indicator at 104 points below standard/Orange, PLCs will collaborate to implement an effective multi-tiered system of support and specific interventions. **Scope:**	Effective implementation of PLCs includes expectations for student learning and appropriate responses when student either failed to learn an identified standards or previously learned the standard. This practice focuses on our unduplicated students. Although primarily focused on unduplicated students, this action is implemented LEA-wide to ensure consistent practices to support learning are in place for all students, based on their individual needs.	3.3 Access to professional development, 3.4 Collective Commitments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
5.1	**Action:** Facilities **Need:** Based on survey data collected from families of unduplicated students, there is a focus on ensuring eCademy remains a safe and secure campus, especially on district training days in the professional development center room. **Scope:** LEA-wide	This action is designed to benefit our unduplicated students by ensuring that all facilities, including classrooms, the Professional Development Center, school offices, school grounds, and restrooms, are maintained to TUSD standards using a site-based custodial model. This approach sets clear expectations and ongoing monitoring to provide a safe, clean, and structured educational environment. This action will be implemented LEA-wide to ensure that all students, most of whom are unduplicated, have access to a safe and secure learning environment.	5.1 Monthly & annual site inspections, 5.4 Campus Safety Checks.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,349,621	370,275	27.435%	0.000%	27.435%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$902,087.00	$109,950.00	$0.00	$0.00	$1,012,037.00	$728,482.00	$283,555.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	Ongoing	$112,530.00	$36,255.00	$103,785.00	$45,000.00			$148,785.00	
1	1.2	Incentivize Work Completion	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.3	Music/Performing Arts & Fine Arts	All	No			All Schools	Ongoing	$18,005.00	$3,600.00		$21,605.00			$21,605.00	
1	1.4	Data Entry	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	Ongoing	$17,000.00	$5,500.00	$22,500.00				$22,500.00	
1	1.5	K-6 Homeschool	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 6	Ongoing	$171,993.00	$20,000.00	$191,993.00				$191,993.00	
1	1.6	Educational Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	Ongoing	$110,418.00	$15,000.00	$125,418.00				$125,418.00	
1	1.8	Increase students "prepared" in College & Career Indicator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy 7 - 12	Ongoing	$3,345.00	$14,500.00	$14,500.00	$3,345.00			$17,845.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Family/student Events & Recognition	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy charter K - 12	Ongoing	$0.00	$700.00	$700.00				$700.00	
2	2.3	California Healthy Kids Survey	All	No			5-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Mental Health Clinician	Low Income	Yes	LEA-wide	Low Income	Specific Schools: eCademy Charter K-12	Ongoing	$82,591.00	$0.00	$82,591.00				$82,591.00	
2	2.5	PBIS Implementation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.6	Increase social media presence	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	Ongoing	$500.00	$0.00	$500.00				$500.00	
2	2.7	Study Trips	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.8	Hot Spots	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.10	Student Clubs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: eCademy Chartere Cademy 7 - 127 - 12	Ongoing	$1,500.00	$3,500.00	$5,000.00				$5,000.00	
3	3.1	Professional Development	All	No			All Schools	Ongoing	$17,100.00	$5,000.00	$22,100.00				$22,100.00	
3	3.2	Classroom Technology	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.3**	Curriculum	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.4**	21st Century Skills	All	No			All Schools	Ongoing	$35,000.00	$5,000.00	$40,000.00				$40,000.00	
3	**3.5**	Tier II Support	ELs	No			Specific Schools: eCademy Charter K-12	Ongoing	$55,000.00	$5,000.00	$20,000.00	$40,000.00			$60,000.00	
3	**3.7**	Professional Learning Communities	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
4	**4.1**	Parent information/Activity Nights	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	**4.2**	Communications	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	**4.3**	Social Media Coordinator	All	No			All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
5	**5.1**	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: eCademy Charter	Ongoing	$95,000.00	$74,000.00	$169,000.00				$169,000.00	
5	**5.2**	Safety Trainings	All	No			All Schools	Ongoing	$2,500.00	$0.00	$2,500.00				$2,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,349,621	370,275	27.435%	0.000%	27.435%	$741,487.00	0.000%	54.940 %	**Total:**	$741,487.00
								LEA-wide Total:	$736,487.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	MTSS	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	$103,785.00	
1	**1.2**	Incentivize Work Completion	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	$500.00	
1	**1.4**	Data Entry	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	$22,500.00	
1	**1.5**	K-6 Homeschool	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 6	$191,993.00	
1	**1.6**	Educational Services	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	$125,418.00	
1	**1.8**	Increase students "prepared" in College & Career Indicator	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy 7 - 12	$14,500.00	
2	**2.2**	Family/student Events & Recognition	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy charter	$700.00	

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 (%)
						K - 12		
2	2.4	Mental Health Clinician	Yes	LEA-wide	Low Income	Specific Schools: eCademy Charter K-12	$82,591.00	
2	2.5	PBIS Implementation	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	$5,000.00	
2	2.6	Increase social media presence	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	$500.00	
2	2.7	Study Trips	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K-12	$5,000.00	
2	2.8	Hot Spots	Yes	LEA-wide	English Learners Low Income	Specific Schools: eCademy Charter K - 12	$10,000.00	
2	2.10	Student Clubs	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: eCademy Charter 7 - 12	$5,000.00	
3	3.7	Professional Learning Communities	Yes	Schoolwide	English Learners Low Income	Specific Schools: eCademy Charter K-12	$5,000.00	
5	5.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: eCademy Charter	$169,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,194,833.00	$1,049,754.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS	Yes	$104,000.00	$128,077.00
1	**1.2**	Incentivize Work Completion	Yes	$500.00	$506.00
1	**1.3**	Music/Performing Arts & Fine Arts	No	$37,886.00	$27,198.00
1	**1.4**	Data Entry	Yes	$22,292.00	$21,780.00
1	**1.5**	K-6 Homeschool	Yes	$195,091.00	$171,552.00
1	**1.6**	Educational Services	Yes	$247,819.00	$277,471.00
1	**1.8**	Increase students "prepared" in College & Career Indicator	Yes	$13,345.00	$9,621.00
2	**2.2**	Family/student Events & Recognition	Yes	$700.00	$500.00
2	**2.3**	California Healthy Kids Survey	No	$0.00	$0.00
2	**2.4**	Mental Health Clinician	Yes	$81,505.00	$82,591.00
2	**2.5**	PBIS Implementation	Yes	$5,000.00	$3,262.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Increase social media presence	Yes	$1,000.00	$0.00
2	2.7	Study Trips	Yes	$5,000.00	$640.00
2	2.8	Hot Spots	Yes	$10,000.00	$2,239.00
2	2.10	Student Clubs	Yes	$7,000.00	$779.00
3	3.1	Professional Development	No	$7,500.00	$16,650.00
3	3.2	Classroom Technology	No	$15,000.00	$1,078.00
3	3.3	Curriculum	No	$50,784.00	$33,646.00
3	3.4	21st Century Skills	No	$142,811.00	$47,444.00
3	3.5	Tier II Support	No	$70,000.00	$53,141.00
3	3.7	Professional Learning Communities	Yes	$5,000.00	$2,407.00
4	4.1	Parent information/Activity Nights	No	$5,000.00	$1,225.00
4	4.2	Communications	No	$5,000.00	$929.00
4	4.3	Social Media Coordinator	No	$100.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Facilities	Yes	$160,000.00	$167,018.00
5	**5.2**	Safety Trainings	No	$2,500.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$350,588.00	$779,907.00	$836,181.00	($56,274.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS	Yes	$29,000.00	$95,815.00		
1	1.2	Incentivize Work Completion	Yes	$500.00	$506.00		
1	1.4	Data Entry	Yes	$22,292.00	$21,780.00		
1	1.5	K-6 Homeschool	Yes	$195,091.00	$171,552.00		
1	1.6	Educational Services	Yes	$247,819.00	$277,471.00		
1	1.8	Increase students "prepared" in College & Career Indicator	Yes	$10,000.00	$9,621.00		
2	2.2	Family/student Events & Recognition	Yes	$700.00	$500.00		
2	2.4	Mental Health Clinician	Yes	$81,505.00	$82,591.00		
2	2.5	PBIS Implementation	Yes	$5,000.00	$3,262.00		
2	2.6	Increase social media presence	Yes	$1,000.00	$0.00		
2	2.7	Study Trips	Yes	$5,000.00	$640.00		
2	2.8	Hot Spots	Yes	$10,000.00	$2,239.00		
2	2.10	Student Clubs	Yes	$7,000.00	$779.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.7**	Professional Learning Communities	Yes	$5,000.00	$2,407.00		
5	**5.1**	Facilities	Yes	$160,000.00	$167,018.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,311,958	$350,588.00	0.00	26.723%	$836,181.00	0.000%	63.735%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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