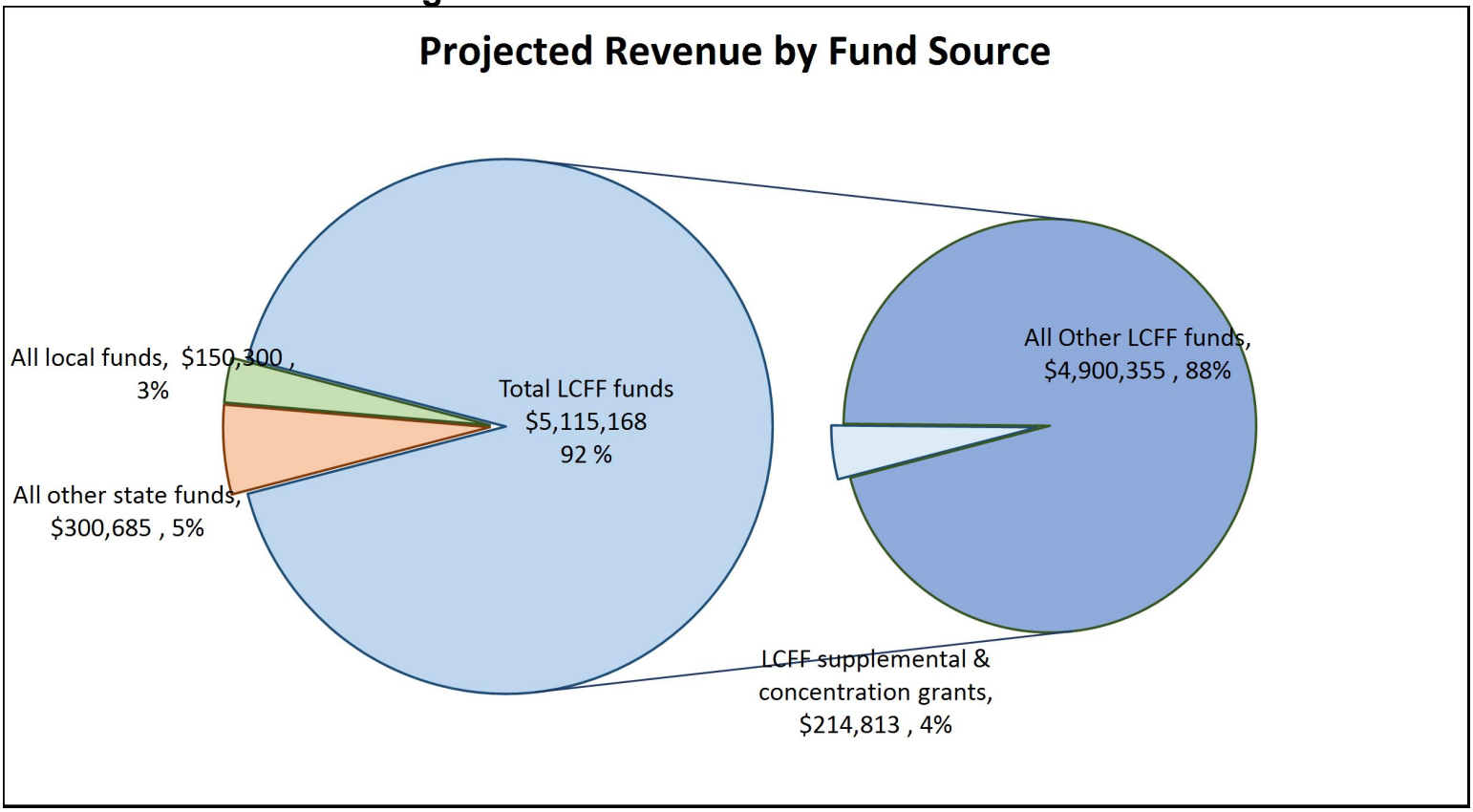
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escalon Charter Academy
CDS Code: 39685020126011
School Year: 2026-27
LEA contact information:
Joel Johannsen
Charter School Administrator
jjohannsen@escalonusd.org
209-838-7771

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



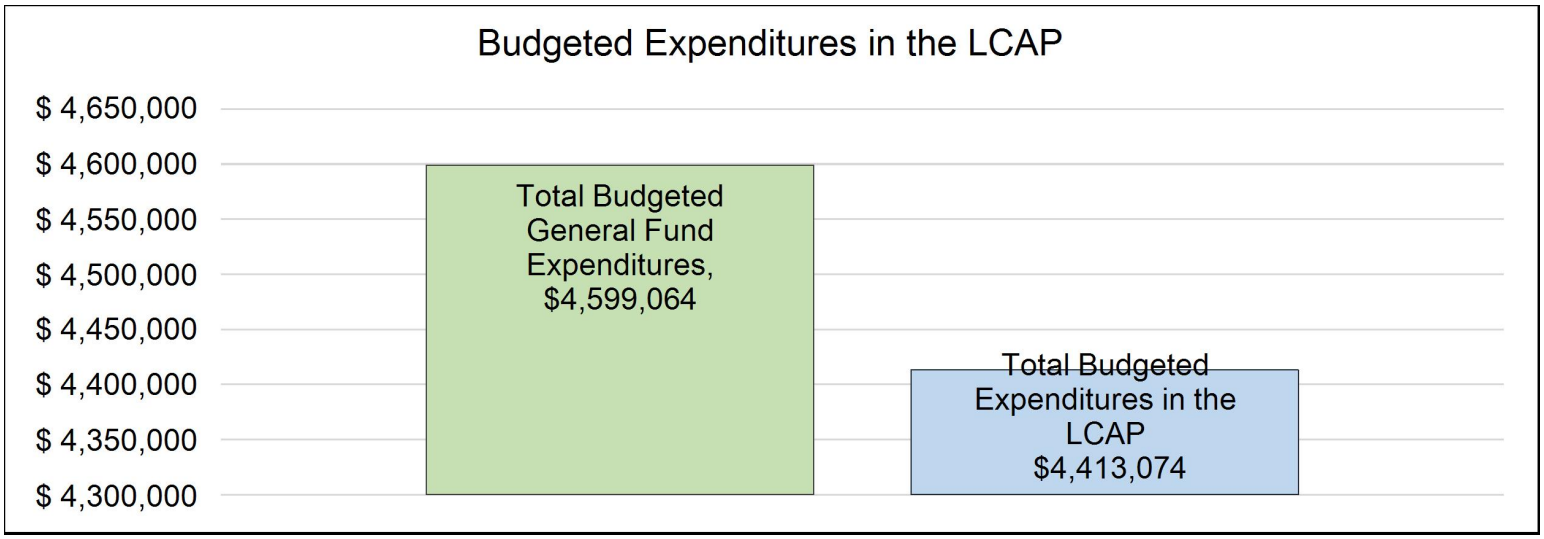
This chart shows the total general purpose revenue Escalon Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escalon Charter Academy is $5,566,153, of which $5,115,168.00 is Local Control Funding Formula (LCFF), $300,685.00 is other state funds, $150,300.00 is local funds, and $0.00 is federal funds. Of the $5,115,168.00 in LCFF Funds, $214,813.00 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Escalon Charter Academy 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: Escalon Charter Academy plans to spend $4,599,064.00 for the 2026-27 school year. Of that amount, $4,413,074.00 is tied to actions/services in the LCAP and $185,990 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

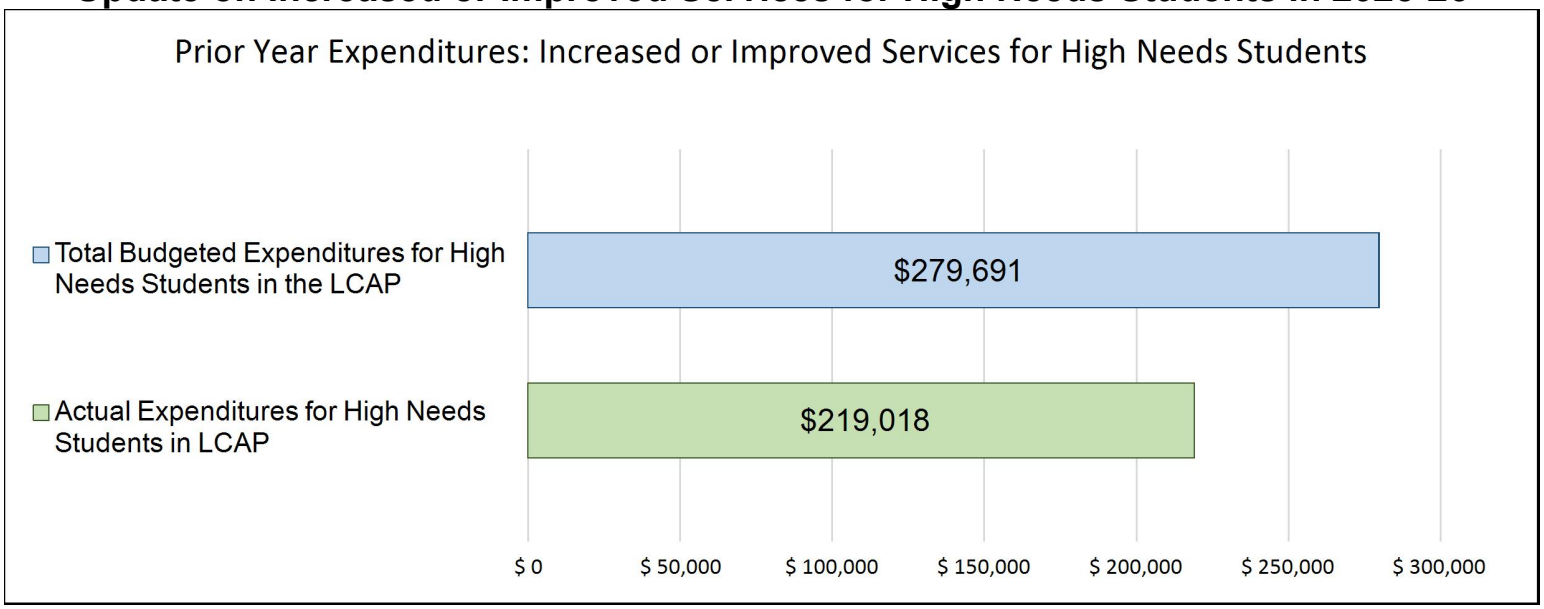
The LCAP does not include some essential, non-instructional services of their costs, such as direct personnel services, facility and operational costs not included in MOT costs, and some costs associated with one-time funds.

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

In 2026-27, Escalon Charter Academy is projecting it will receive $214,813.00 based on the enrollment of foster youth, English learner, and low-income students. Escalon Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Escalon Charter Academy plans to spend $214,813.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Escalon Charter Academy's LCAP budgeted $279,691.00 for planned actions to increase or improve services for high needs students. Escalon Charter Academy actually spent $219,018.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $60,673 had the following impact on Escalon Charter Academy’s ability to increase or improve services for high needs students:

The difference in planned budgeted expenditures and the actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is due to the decrease in the actual amount of supplemental funding the charter received. There was no impact as the services were still provided and paid for using general funds.

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
Escalon Charter Academy	Joel Johannsen Charter School Administrator	jjohannsen@escalonusd.org 209-838-7771

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.

The Escalon Unified School (EUSD) District was formed in 1967 and unified 8 separate districts in the greater Escalon area. Located in a rural agrarian part of Southern San Joaquin County, the district serves the greater communities of Escalon, Farmington, and Collegeville. The district operates 4 elementary schools (Dent Elementary, Van Allen Elementary, Farmington Elementary, and Collegeville Elementary), 1 middle school (El Portal Middle School), 1 comprehensive high school (Escalon High School), 1 continuation high school (Vista High School).

In 2012, the EUSD Governing Board approved a Charter Petition to establish the Escalon Charter Academy (ECA) as a district-sponsored Charter School. ECA was initially a brick-and-mortar-based K-8 charter school, including Dent and Collegeville Elementary and El Portal Middle school campuses as a means to offset the district's declining enrollment. In the spring of 2013, the charter was revised to include a TK-12 homeschool option, Gateway Academy. Gateway began with 23 students, in the 2013-14 school year and will serve roughly 380 homeschool students in the 2025-26 school year. The brick and mortar program peaked at around 140 students in 2017-18 and in 2024-25 charter enrollment in the brick and mortar sites had decreased to just over 39 students. Part of this decline resulted from revised admission practices including greater flexibility involving intra-district transfer requests and moving non-district charter students onto interdistrict transfers.

In 2023-24, enrollment in ECA was 338 on census day and significantly eclipsed enrollment in the brick and mortar sites. The ethnic composition of Escalon Charter Academy students was 31% Hispanic, and 63% White, with 2.5% undeclared and less than 3.5% across other ethnicities. In the same year, 27% of ECA students were unduplicated with 26% identified as socio-economically disadvantaged, and

6.5% were identified as qualifying for Special Education services. Historically, as most of the charter students were attending district schools the charter's LCAP essentially mirrored the district LCAP. However, with the noted increase in enrollment in the Homeschool program, coupled with the major decrease in enrollment in the brick-and-mortar program it was determined that in the new 2024-25 LCAP cycle, the homeschool program would be the primary focus in developing of the new ECA 3 year LCAP.

Reflections: Annual Performance

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

Academic Performance -

As a homeschool program, ECA/Gateway has never met the 95% participation requirement for CAASPP testing, and as such the CA Dashboard doesn't truly reflect the academic performance and growth of ECA's students. When participation levels fall below 95%, every nonparticipating student is assigned the a "distant from standard" penalty on that particular exam (ELA, -333 and math, -348). This penalty calculation ranking has had a significant impact on ECA's dashboard data.

In 2023-24, 172 students were eligible for the ELA CAASPP exam with 132 students taking the exam After calculating the ELA penalty, each student was penalized 56 points on the ELA exam. On the CA Dashboard, ECA students' overall "distance from standard" score was 65.3 points below standard; a decline of 10.8 points over prior year. However, after calculating the "distance from standard" ranking for the 132 students who took the CAASPP, the revised ranking was 8.6 points above standard.

In 2023-24 the CAASPP Math exam had 130 out of 172 ECA students took the CAASPP and the CA Dashboard calculated the school's distant from standard at 96.7 points below standard; a 9.3 drop over prior year. Calculating the distant from standard for the 130 students taking the CAASPP, found them scoring at 21 points below standard for the group - a difference of 75 points. Calculating the participation penalty in math reflected a 83 point penalty for each student.

ECA has consistently promoted CAASPP and emphasized the consequences low participation rates will have on the school's dashboard, but has never achieved more than an 80% participation rate. Families choose to homeschool for a variety of reasons, but often it is dissatisfaction with required high-stakes standardized testing specifically and public schooling in general.

However, of the 132 3-8 students who did participate in the 2023-24 CAASPP -

- 57.58% were ranked proficient or above in ELA (2023 - 55.39%)
- 44.61% were ranked proficient or above in math (2023 - 39.42%)

Both of these percentages exceeded state averages, and exceeded, or were on par, with local results. Additionally, even with the non-participation penalties, ECA was identified as Red on the CA Dashboard only in the area of Math. As for performance rankings for unduplicated students, ECA students identified as SED represent the largest group of students in the unduplicated count and represent 26% of the school's total enrollment. 2.2% were identified as ELs and .3% as foster youth. In reviewing dashboard data ECA SED student performance was lower this year with 37% of students ranked as proficient or higher in ELA and 34% ranked proficient or higher in math.

Recognizing low participation rates will be an ongoing issue with ECA's Dashboard, ECA has implemented other measures to monitor the growth and performance of students. ECA administers Renaissance Learning's STAR assessments in Reading and Math as an alternate standardized metric to monitor student growth and performance. These assessments are administered a minimum of three (3) times a year in the fall, winter, and spring. The spring benchmark is utilized more as a summative metric and represents end-of-year student performance levels in the respective subjects. Additionally, based on STAR results and other data, students who are struggling are also assessed and progress monitored with more individualized measures (e.g. AimsWeb, Slosson, DRA, etc.).

Reviewing the 23-24 Spring STAR results with the CAASPP results showed many similarities. With over 95% of 3-11 students participating in the 2023-24 Spring STAR administration -

- 77% demonstrated proficiency in reading
- 45% demonstrated proficiency in math

Comparing the STAR result for students taking the CAASPP with the non-CAASPP testing group indicated that ECA non-test takers performed almost the same as ECA students who took the CAASPP. Using the STAR's established scaled score cut point for CAASPP proficiency and comparing it with each group's average scaled score found that overall in both math and ELA -

* CAASPP testers average scaled STAR score represented 95-97% of the established cut-point value for proficiency

* Non-CAASPP testers average scaled STAR score represented 93-95% of the established cut-point value for proficiency

While the CAASPP takers did perform better than the non-testing group, the overall difference between the performance levels of the two groups is marginal.

Other Dashboard Indicators -

ECA has 19 students with active IEPs, 9 of whom are speech only. Regardless, ECA's homeschool program ensures that each student receives the needed support and resources to support their programming needs.

Attendance - As a homeschool, ECA has nearly perfect attendance and had a green status with a 3.5% Chronic Absenteeism rating in 22-23. Most attendance issues are generated by +/- 40 students who remain in the brick-and-mortar program and attend a physical site.

Suspension rate - ECA received a green status with a .6% suspension rate. Like students identified as Chronically Absent, all suspended students were enrolled at one of the ECA brick-and-mortar campuses.

Graduation Rate, College/Career, and EL Progress - Although ECA has maintained a 100% graduation rate, this is not evidenced on the dashboard due to the small reporting samples.

This is the same case with the EL progress indicator as there were only 4 students in the EL subgroup in the 23-24 school year.

ECA is quite fortunate to have such an outstanding and collaborative staff with a broad range of grade-level experience and expertise. For example, we have a cadre of teachers with exceptional foundational literacy development skills who support their fellow teachers and ECA families with students in the early primary grades. On the other hand, we have a small group of teachers with single-subject credentials who likewise support their fellow teachers and ECA families with students in the middle and high school grades. The diversity of our staff is a critical part of Gateway's success because families don't always come in grade-level clusters. It is not uncommon for a teacher to have several families with 2-3 grade spans (e.g. primary, elementary, high school) on their caseload, and they know if they have an unfamiliar issue, ready support is always available. The mindset that these are all "our" kids along with the high level of collaboration and collegiality extends deeply into our overall school culture and positive relationships established with our families. While there is no formal referral process in place, reviewing the annual New Family Enrollment Interest form, reflected that a majority of respondents heard about Gateway from a current family.

Standards without standards - Parents choose to homeschool their children for several reasons, but one primary reason is the disdain felt towards a standards-based education mandate. ECA through the use of specific grade-level learning targets or "I Can" statements, regular benchmarking of student performance, and support and monitoring of parent-selected curricular materials, can effectively assess a student's access and progress toward grade-level standards throughout the year. Our primary focus is on student learning and progress, and not the structure of the curricular materials. This focus on learning, aligned with specific learner needs, with targeted skill development and ongoing progress monitoring, has been effective in showing that students are not only accessing the standards but that they can also demonstrate their ability to meet them.

While difficult to quantify, the courses of study available to ECA Homeschool students are as individualized as the student. For example, a 10th grade student who was completing an aviation ground school program. After reviewing the curriculum, scope and sequence, and total program hours, the student earned a full year of elective high school credit and completed the first step towards achieving his career goal of becoming a licensed pilot. Another student completed a year-long program in Barn Management, which was a foreign concept in a traditional sense for the school but was actually quite rigorous, demanding, and complex. In 2025, one of ECA graduates concurrently completed an AA degree in Early Childhood Development. Additionally, with the range of available online course options that currently exist, from Edgenuity, other online options, dual enrollment, to UC Scout, ECA students have an extensive range of course options to choose from. Not only do these courses augment and extend their core curriculum they also allow them to explore, plan, and prepare for their post-high school career goals.

As a Homeschool, facility needs differ from traditional school settings, but the 25+ year-old classrooms and office at ECA needed major renovation. In the summer of 2024, work on the infrastructure upgrades and repairs began. The project faced delays and was finally completed in January 2025. The delays forced ECA to relocate to a temporary site for the first half of the 24-25 school year. Upgrades in the first phase included new perimeter fencing, new siding and ceilings, and furnishings. In phase two, the focus will be on improving the school grounds including a shade structure, increased outdoor seating, a stage/event area, and landscaping improvements, and will begin in the summer of 2025 with completion scheduled before the start of the school year.

2024-2025

In 2024-25, 199 students were eligible for the ELA CAASPP exam with 149 students taking the exam After calculating the ELA penalty, the ranking for all students dropped 8.6 points over prior year to 73.9 points below standard. Subgroup performance was respectively Hispanic, 76.8 points below (-0.1 - Maintained), White, 69.2 points below standard (declined 3.4 - orange), and Socioeconomically Disadvantaged subgroup 53.2 points below standard (increase of 37.4 - yellow). However, calculating the distance from standard for the 149 students taking the ELA exam, all students distance from standard was 30.6 points above standard.

In Math of the 199 students eligible, 149 students participated in the exam. Overall, the all student distance from standard was 104.9 points below (declined 8.2 - red), Hispanic, 122.9 points below (declined 14.6 - red), White, 93.6 below (increase of 3 points - yellow), and Socioeconomically Disadvantaged, 87.1 points below (increased 33.4 points - yellow). However, calculating the distance from standard for the 149 students taking the mathematics exam, all students distance from standard was -21.5 points.

Of the 149 3-8 students who did participate in the 2024-25 CAASPP -

- 54.36% were ranked proficient or above in ELA (2024 - 57.58%)
- 38.51 were ranked proficient or above in math (2024 - 44.61%)

The biggest concern regarding CAASPP performance has nothing to do with the students, and everything to do with family choices and state policy. ECA has historically had a high percentage of parent opt outs, and as ECA continues to grow, that rate is increasing. ECA has never had participation rates above 80% in the past 3 years, and with the revised dashboard, was identified as a low performing charter school on the 25-26 dashboard. This designation now limits ECA's renewal terms to no more than two years and requires ECA to provide evidence that the school is taking action to address the low participation, and provide additional "verified data" to show that students are making acceptable rates of academic growth and the school is demonstrating strong post secondary outcomes.

While there was a drop in proficiency rates in both areas in 2024-25, these rates were still above state and local ratings. Additionally, the recalculated distance from standard results in ELA and math, also exceeded state and local ratings. Overall CAASPP performance in math and ELA consistent with the our Renaissance STAR results as listed below.

Using Renaissance's established cut point values for CAASPP proficiency, measured by scaled score, ECA student results on the End of Year STAR assessment indicated the following:

Reading

ECA students not taking the CAASPP achieved 103.3 percent of the cut point value for proficiency vs. the CAASPP test takers 103.3 percent of the cutpoint value.

Math

ECA students not taking the CAASPP achieved 101.0 percent of the cut point value for proficiency vs. the CAASPP test takers 100.3 percent

of the cutpoint value.

With over 95% of student taking the EOY STAR assessment the results in Reading showed no difference between non CAASPP test takers and CAASPP test takers, and in math the non test takers did marginally better than their test taking peers.

The presented data indicates that the academic performance deficits as indicated on the ECA CA Dashboard, is a direct consequence of legally permitted parent CAASPP opt out requests, rather than low student learning and academic growth rates.

Other Dashboard Indicators -

ECA has 29 students with active IEPs, 12 of whom are speech only. Regardless, ECA's homeschool program ensures that each student receives the needed support and resources to support their programming needs.

Attendance - As a homeschool, ECA has nearly perfect attendance and had a green status with a 2.4% Chronic Absenteeism rating in 24-25. Most attendance issues are generated by +/- 40 students who remain in the brick-and-mortar program and attend a physical site.

Suspension rate - ECA received a yellow status with a 1.1% suspension rate. Like students identified as Chronically Absent, all suspended students were enrolled at one of the ECA brick-and-mortar campuses.

Graduation Rate, College/Career, and EL Progress - Although ECA has maintained a 100% graduation rate, this is not evidenced on the dashboard due to the small reporting samples.

This is the same case with the EL progress indicator as there were fewer than 11 students in the EL subgroup in the 24-25 school year.

ECA's facility needs differ from traditional school settings, but the 25+ year-old classrooms and office at ECA needed major renovation. In the summer of 2024, work on the infrastructure upgrades and repairs began. The project faced delays and was finally completed in January 2025. The delays forced ECA to relocate to a temporary site for the first half of the 24-25 school year. Upgrades in the first phase included new perimeter fencing, new siding and ceilings, and furnishings. In phase two, the focus will be on improving the school grounds including a shade structure, increased outdoor seating, a stage/event area, and landscaping improvements, and will begin in the summer of 2025 with completion scheduled before the start of the school year. Phase two was delayed for six months, with work beginning in October. The project's planned completion was scheduled for late February, but faced continued delays. As of May 2026, this grounds project is 95% complete with several punch list items and final upgrades left to complete. No project completion date has been established.

Learning Recovery and Emergency Block Grant

ECA has unexpended LREBG funds for the 2026-27 school year in the amount of $10,200.00. The LREBG funds will be expensed in the 2026-2027 fiscal year.

The EUSD needs assessment substantiated findings from the 2024 Dashboard. A review of state and local data shows a need for improvement in ELA and Mathematics. LREGB-funded actions addressing ELA and Mathematics can be found in Action 2.4

Action 2.4: Access to Extended Learning Opportunities and Intervention:
includes interventions beyond the normal school day and opportunities for credit recovery.
Aligns with the following allowable use:

- D: Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Action 2.4 supports students needing improvement in ELA and Math by providing additional instructional time and targeted support beyond the regular school day. Extended learning opportunities give students extra time to master ELA and Math concepts they may struggle with during regular class hours. Small-group interventions allow educators to address specific learning gaps, providing personalized support tailored to each student's needs. For students who have fallen behind, credit recovery options ensure they can make up missed coursework in ELA and Math, helping them stay on track for graduation. Extended learning opportunities allow for repeated practice and reinforcement of foundational ELA and Math skills, improving retention and confidence.
Research has shown that providing additional support beyond the regular school day increases student achievement. This action ensures that students needing improvement in ELA and Math have multiple opportunities to succeed.

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
Teachers	ECA staff are engaged in the LCAP process in a variety of ways. One of the backbones of ECA is an emphasis on shared leadership and decision-making. Throughout the year the staff regularly collaborate as a PLC and review a range of program data, identify program needs, and develop a plan to meet these needs. This ongoing refinement of the ECA homeschool program is an integrated component in the development and implementation of ECA's LCAP. Additionally, ECA submitted its renewal petition in 2025-26 and this was a collaborative process that influenced this year's LCAP Staff Surveys - the LCAP Educational Partners conducted in April of 2026 Monthly Professional Learning Communities meetings Monthly Principal's Advisory meetings Monthly Staff meetings Monthly Secondary meetings
Principal	ECA administrative staff is comprised of the school principal who oversees all aspects of the Charter, including maintaining and updating the school's charter, mandated state reporting and compliance, and developing the ECA LCAP. The school principal actively collaborates with all educational partners on an ongoing basis to inform the development and refinement of the Charter's program and by extension the Charter's LCAP.

Educational Partner(s)	Process for Engagement
Administrators	ECA administrative staff is comprised of the school principal who oversees all aspects of the Charter, including maintaining and updating the school's charter, mandated state reporting and compliance, and developing the ECA LCAP. The school principal actively collaborates with all educational partners on an ongoing basis to inform the development and refinement of the school's program and by extension the Charter's LCAP. As ECA is associated with the Escalon Unified School District, additional ECA administrative engagement in the development of the LCAP was facilitated through the district's Leadership team comprised of all district and site administrators and the ECA administrator. At the July 2025 annual Leadership Retreat, the goals and actions included in the current LCAP were used to identify LEA initiatives that would support the LCAP. These initiatives were used to develop specific time-bound activities that would support the intent of the LCAP's goals and actions and have been monitored and reviewed regularly at bi-monthly Leadership meetings. These initiatives were regularly reviewed discussed and updated at the Leadership team's monthly staff meetings and served to provide guidance and input on the development of year 3 of the 205-26 LCAP.
Other School Personnel	ECA has one administrative assistant and a part time receptionist/clerk who are directly involved in all aspects of the program. Direct engagement in the development of the LCAP has been facilitated in the following ways - Weekly program meetings with site administration to identify, discuss, and review areas of need, policy/procedural updates, budgeting, materials and supplies, and facility needs. Bi-monthly staff meetings LCAP Educational Partners survey conducted in April of 2026
Parents	As a homeschool program, parent involvement and feedback are critical to the program's continued success. Parents are provided multiple opportunities on an ongoing basis to participate and advise in the school's continual growth process. Serving in a School Site Council (SSC) capacity, ECA also has an elected parent advisory

Educational Partner(s)	Process for Engagement
	group, the Parent Leadership Team (PLT) The PLT meets on a semi-monthly schedule to provide feedback and input regarding school programming. Parent engagement and program recommendations take place through the following activities - Parent surveys - conducted in April of 2026 Parent Leadership Team Monthly home visits with the consulting teacher Parent orientation in the fall Parent trainings held a minimum of 2x yearly LCAP Community/Parents meetings in April of 2026 Annual Back to School and Open House events
Students	Student engagement and involvement was facilitated through - Student LCAP survey administered April 2026 Student suggestions and feedback to consulting teacher or administration
All Educational Partners	EUSD's educational partners were given multiple opportunities to provide input, ask questions, and share concerns as the District reviewed the implementation of the 2025-2026 LCAP goals, actions, and expenditures. Input opportunities were provided via surveys, opportunities for public comment during board meetings, public hearings, meetings with educational partners, and through communication between students, parents, and school sites. In addition, educational partners have been given the opportunity to provide input through ongoing communication with union leadership, school site leadership teams, staff meetings, and parent advisory committees. On March 5, 2026, the district began to host “Town Hall" community meetings (using School Site Council meetings as a vehicle) across all school sites. Additionally, a community-wide District Town Hall meeting was held on March 25, 2026. All educational partners (principals, administrators, parents, students, teachers, community members, and the EUTA and CSEA bargaining units) were invited to participate. To ensure all educational partners had the opportunity to participate, school sites placed telephone calls, emails and/or text

Educational Partner(s)	Process for Engagement
	messages to all parties. The meetings were also posted on school website calendars, social media outlets, and the greater District-wide meeting was advertised through local media outlets. The dates of the meetings include: Farmington Elementary: March 5, 2026 Collegeville Elementary: March 9, 2026 Escalon High School: March 10, 2026 Dent Elementary: March 12, 2026 Vista High School: March 18, 2026 Gateway Charter Academy: March 12, 2026 (Gateway Charter Academy is part of Escalon Charter Academy and also serves as its own LEA) El Portal Middle School: March 18, 2026 Van Allen Elementary: March 19, 2026 To provide access to non-English speakers, translators were available to support the needs of Spanish-speaking parents at all meetings. Meeting participation ranged in size depending on the school site and included a sampling from all educational partners including community members, students, teachers, certificated staff, and administrators. These meetings allowed all participants the opportunity to provide input and feedback on the annual update and additional input as it related to the district's and ECA's three LCAP goals, their respective priority areas, and areas of focus/concern. This resulting data from the surveys and town hall meetings was compiled and analyzed for trends and patterns including specific reference to the 8 State Priorities and ECA's LCAP goals and current actions.
EUSD Governing Board	As the Charter's authorizing agency and Governing Board for Escalon Charter Academy, the EUSD Governing Board also participated in the development of the ECA LCAP. The annual LCAP Mid-year report was presented to the board on February 2026. Members of the Board were given the opportunity to ask questions and provide input during the presentation.

Educational Partner(s)	Process for Engagement
	The Draft of the ECA LCAP was made available on June 10, at the school sites and at the District Office for feedback. The Board held a public hearing for the ECA's LCAP and budget at a regularly scheduled board meeting on June 16, 2026. ECA's LCAP and budget were formally adopted a special board meeting on June 17, 2026. Both ECA's budget and LCAP were forwarded to the San Joaquin County Office of Education within the five-day post-adoption window.

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

Given the nature of the ECA homeschool program the concept of "School Community" is the backbone of our program. Working hand in hand with parents in one of the most complex yet rewarding experiences, the education of your child, is why ECA's main focus is on building positive relationships with our families and focusing on their child(ren)'s' growth and achievement. A critical piece of these relationships involves listening to our families and responding to their concerns and needs through evaluation of program options and revising or clarifying what we can and cannot to address these concerns and needs. In the development of the LCAP, we recognize that our educational partner engagement isn't limited to annual surveys, meetings, etc., but also includes the ongoing feedback and input we receive from our partners on a continual basis. In revising the 3 year ECA LCAP our educational partner input can be directly linked to to the following goals and actions.

GOAL 1 - Escalon Charter Academy will provide the necessary support, resources, and staffing to make all students Career and College Ready by implementing a multi-tiered system of support that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.
>Actions 1.5, 1.2, 1.3, 1.4 and 1.6

GOAL 2 - Escalon Charter Academy will implement a multi-tiered system of support that provides all students access to rigorous academic programs and develops the requisite skills to be Career and College Ready upon graduation.
> Actions 2.1 and 2.3

GOAL 3 - Escalon Charter Academy will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.
>Actions 3.1 AND 3.2

Key trends and patterns identified during Educational Partner participation - 2024, 2025 & 2026

Both staff and parent input overwhelmingly remarked positively about the upgraded the ECA facilities. Use of the "Pavillion" for the Spring

formal was a highly successful event and the parents and staff commented on what a wonderful and impactful experience it was for the students. Concerns raised included the need for additional parking and classroom/office space, which is already in the planning stage.

While over 90% of the respondents on the 2023-24 mid-year parent survey felt satisfied (13%) or very satisfied (79%) with ECA's Enrichment classes, nearly a third of the respondents (32%) provided recommendations about improving the enrichment program. The common theme of these suggestions centered on improving offerings in the area of technology, and science.

While the main focus of professional development over the past few years has been the establishment of Professional Learning Communities, staff feedback in staff meetings, principal advisory meetings, and evaluation conferences has indicated a need for additional staff development focusing more on effective homeschooling strategies and practices including enrichment and support.

Staff and parent feedback from home visits, mid-year parent surveys, principal's advisory, and staff meetings have indicated a need for more strategic and timely intervention for struggling students. Additionally, in response to these concerns, and an unexpected increase in requests for SSTs and assessments for special education eligibility, in the first half of the 2024 school year, during staff collaboration time, a systematic process for identifying students (and parents) needing additional Tier one support was developed this past year. However, the lack of staff experience and training in using progress monitoring tools and practices made it challenging to effectively identify, support, and progress monitor the students' areas of specific need.

Action 1.4

2026

Feedback from both parents and staff expressed concerns about the need to be fully staffed in 2026-27, and the need to begin the process as early as possible. In response, ECA begin the recruitment process in early march and by mid April had hired 4 new consulting teachers for the 2026-27 schoolyear

Action - 1.5 - Facility Maintenance

2024 & 2025 & 2026

While ECA's FIT report identifies ECA facilities as being in "Good" repair, concerns have been raised about the condition of the campus grounds and the need to upgrade them. To address this area, ECA, with the support of district administration, will continue with the facilities upgrade project this summer and upgrade the campus grounds to create a more positive school environment. With the majority of phase 2 completed and the increasing enrollment at ECA, the district administration, parents and staff all identified the need for additional facility upgrades including parking, classrooms and meeting/office space. This will be a facilities priority focus in the 2026-27 schoolyear

Action - 1.2 - Access to Technological Supports and Literacy

2024 & 2025 & 2026

32% of survey responses from the mid-year Parent survey support more opportunities indicated support for expanding ECA's site-based enrichment program with the common theme of providing more opportunities for STEM and Technology classes for students. This past year STEM and Technology units were successfully piloted during the enrichment program, and staff are also supportive of adding additional classes in this area. Additionally, ECA's enrollment increase necessitated hiring two additional consulting teachers increasing the total number of Consulting Teachers on the ECA teaching staff to 14. The increase in staffing has also necessitated a restructuring of the enrichment program schedule which will also provide a broader range of course offerings in the 5-12 grades and regularly scheduled times for student intervention and parent support sessions. STEM and technology options will also be increased in this new format. In particular a comprehensive Maker Space Lab including 3D printers, robotics, electronics, and similar materials will be available to students during enrichment classes. The range of learning opportunities this lab will provide will add another dimension to the ECA enrichment program. With the lab coming on line in 2025-26 there was an identified need for expanding

Action - 1.6 - Targeted Professional Development

2024 & 2025 & 2026

As ECA has grown over the years and added new staff, a common refrain new staff share is how different their new role is compared to their former traditional classroom setting. With 12-15 families and 22-25 students spanning various grades per caseload, the consulting teacher must be familiar with a range of curricula across different grade levels and content, as well as have a firm grasp of the various grade level learning expectations in each content area. And while the consulting teacher promotes and supports each student's learning, they must often provide similar support to the parent, or more formally, the student's "Teacher of Record". The "Teacher of Record" is not a credentialed teacher, and as such, does not typically have a specialized instructional skill set to draw upon when engaging with their student (child). Things like the layout and structure of a curriculum, awareness of learning styles (theirs and the students), assessment practices, and the like are not common understandings for them. To better support both the parents and students on their caseloads ECA will focus on targeted PD offerings that will increase their ability to more effectively support their students and parents on their caseloads. Targeted professional development for the 25-26 school year will include: PD for the newly adopted IXL platform for student progress monitoring and diagnostics; Early Reading Screening per SB 114, on the mClass platform; and CCGI training for Career and College Readiness. Staff in particular and parents/families in general expressed additional support for secondary programming, and while PD included CTE, Aeries and Edgenuity training the need for additional training in high school programming and career and college readiness was identified and will be a focus for next year.

Action - 1.3 - State and District Benchmark Assessments: Use & Literacy
Action - 2.1 - Student Achievement: Progress and Maintenance
Action - 2.3 - Access to Extended Learning Opportunities and Intervention

2024 & 2025
Additionally, related to actions 1.6 and 1.2 the identification and support of student academic needs was another common theme in the feedback provided by staff and parents alike. With the recently developed systematic approach to providing targeted and timely support to ECA's struggling students in place, this past year we have focused on improving staff understanding in the use and interpretation of progress monitoring tools (e.g. Aimsweb, DRA2) to support identified areas of academic need. Progress has been made in 2024, but further Professional Development in use and purpose of available progress monitoring tools is needed. Additionally, greater awareness of high school practices and procedures is an area of identified need, including additional training (e.g. the College Career Guidance Initiative) on preparing for high school, and more importantly, life after high school. Professional development in this areas will be provided to all Consulting Teachers in 2025-26 school year. In 2025-26, with the addition of the required k-2 literacy screener, ECA adopted mClass as the screener the school would deploy. Staff were trained on mClass as well as REnaissance and Aeries, but the it was again identified as an area requiring further support and additional PD in this area will be provided in the 2026-27 schoolyear.

Action 3.1 - Stakeholder Outreach
Action 3.2 - Positive, Effective and Engaging Learning Environments

2025 & 2026
Parent responses from the 2025 Parent survey identified communication as an area of need. Not surprisingly, this was an issue that was also identified in the WASC self study. In part, this issue was exacerbated by the need to move to another campus just before school started, and then move back in January. Our temporary facility's limitations often required the school to pivot and make adjustments on the fly. Obviously, when those adjustments affect programming not surprisingly communications issues arise. (e.g a suspected mold issue in one of the temporary classrooms, and the need to move enrichment classes to another room in less than 24 hours). Regardless, ECA's current practice of using Consulting Teachers as the main channel for school communications with families will be evaluated and revised this year to address this concern. Additionally, full implementation of Parent Square as the primary means of communication will be completed in the 25-26 school year. Responses from the 2025-26 parent survey noted positive growth in the area, especially in working with their consulting teachers.

2024 & 2025

While most respondents took it in a communications context by indicating their preferred means of communicating with the school (text messaging and email), in the comments section several parents responded in a different context and emphasized maintaining "connection" with the school and greater school community. The central theme in their responses was making and maintaining connections with parents and families as part of the greater school community. This theme was also brought up in the Parent Leadership Team's LCAP meeting when they shared the need to focus outreach on creating more opportunities for parents to connect and share with each other. An outcome of the Parent Leadership Team LCAP meeting was for the Team and the school to collaborate and facilitate more parent social-based activities. For example, on enrichment days many parents informally gather at the local park after class and socialize while their children play. The Parent Leadership Team suggested that rather than an informal, happenstance approach, the school could help them promote and formalize an "After Class Park Meet and Greet" type of event. For the school's part, ECA could provide support by integrating activities like a student recognition event or pizza lunch into these meet and greets. In this context, beginning in the fall of 2026 ECA will partner with our Parent Leadership Team and other parents and assist them in facilitating more parent community-building activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Escalon Charter Academy will provide the necessary support, resources, and staffing so all students are Career and College Ready upon graduation by implementing a multi-tiered system of support that includes a rigorous standards-based curriculum, a well-rounded educational experience, positive learning environments, and highly qualified staff.	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.

This goal was developed to ensure ECA students are provided with the needed support and services to access an appropriate educational program to be Career and College Ready.

The actions within this goal are designed to provide our students with safe school facilities, provide access to highly qualified teachers, and the necessary instructional support and materials to promote mastery of the adopted academic standards. Furthermore, the actions within this goal support ongoing targeted professional development to support best instructional practices while allowing for differentiated supports consistent with individual student needs. We will monitor and evaluate the actions by collecting and reviewing data including instructional materials and technology inventory, staff participation in professional learning and facility maintenance reviews as well as solicit educational partner feedback throughout the year. The review will provide evidence of the impact of the actions on the identified needs of students, implementation of state-adopted academic and performance standards, and equal access and participation of the specific student groups (Socio-economically disadvantaged, English Learners, and Redesignated students) in courses of study and academic pathways aligned with each student's educational goals. The metrics that proceed below encompass the broad goal and actions described. Grouping the actions that target Conditions of Learning together will allow the ECA to measure it's ability to implement academic programs that support the CCSS while concurrently providing access to basic services and a broad course of study necessary to prepare ECA students to be Creer and College Ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A - Basic Services	Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching.	88.9% 2022-23 SARC	73.13% 2024-2025 SARC	80.06% 2025-2026 SARC	100%	Decrease of 18.3 percentage points
1B - Basic Services	Percentage of students who have sufficient access to standards aligned instructional materials	100% 2022-23 SARC	100% 2024-2025 SARC	100% 2025-2026 SARC	100%	No change
1C - Basic Services	Percentage of school facilities are maintained in 'Good' Repair	100 % 2022-23 Facility Inspection Tool, SARC	100% Facility Inspection Tool, 2024-2025 SARC	100% Facility Inspection Tool, 2025-2026 SARC	100%	No change
2A - Implementation of State Standards	Self Reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Tool	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability		2024-25 Local Indicator Self Reflection Tool	2025-26 Local Indicator Self Reflection Tool		
2B - Implementation of State Standards	Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2024-25 Local Indicator Self Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2025-26 Local Indicator Self Reflection Tool	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	No change
4A (ELA)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose	CAASPP: ELA All = 55.39% EL = N/A (n=4) SED = 53.13% SWD = N/A (n=5) 2023 State Assessment Results	CAASPP: ELA All = 57.6% EL = N/A (n=4) SED = 38.9% SWD = N/A (n=10) 2024 State Assessment Results	CAASPP: ELA All = 54.36% EL = (n<10) SED = 47.6% SWD = (n<10) 2025 State Assessment Results	CAASPP: ELA All = 65% EL = unknown SED = 65% SWD = unknown	CAASPP: ELA - All - Decrease of 1.03 percentage points EL = N/A SED - Decrease of 5.53 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance on the STAR Reading Assessments met or exceed standard	STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results	STAR Assessments: Reading All = 72% EL = N/A (n=4) SED = 72% SWD = N/A (n=10) 2025 Spring Local Assessment Results	STAR Assessments: Reading All = 72% EL = N/A (n<10) SED = 70% SWD = N/A (n<10) 2026 Spring Local Assessment Results	STAR Assessments: Reading All = 85% EL = unknown SED = 85% SWD = unknown	SWD = N/A STAR Reading - All - Decrease of 4.27 percentage points EL = N/A SED -Decreased by 6.74 percentage points SWD - N/A 2026 Spring Local Assessment Results
4A (Math	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments met or exceed standard	CAASPP:Mathematics All = 39.42% EL = N/A (n=4) SED = 31.25% SWD = N/A (n=5) 2023 State assessment Results STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results	CAASPP:Mathematics All = 44.6% EL = N/A (n=4) SED = 34.3% SWD = N/A (n=10) 2024 State assessment Results STAR Assessments: Math All = 52% EL = N/A (n=4) SED = 47% SWD = N/A (n=5) 2025 Spring Local Assessment Results	CAASPP:Mathematics All = 38.6% EL = N/A (n<10) SED = 26.8% SWD = N/A (n<10) 2024 State assessment Results STAR Assessments: Math All = 53% EL = N/A (n<10) SED = 90% SWD = N/A (n<10) 2026 Spring Local Assessment Results	CAASPP: Math All = 50% EL = unknown SED = 44% SWD = unknown STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	CAASPP: Math - All - Decrease of .88 percentage points EL = N/A SED - Decrease of 4.45 percentage points SWD = N/A STAR Math - All - Increase of 8 percentage points EL - N/A SED - Increase of 51 percentage points SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A (Science)	Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 30.18% EL = N/A (n=4) SED = 19.32% SWD = N/A (n=5) 2023 State Assessment Results	CAST: Science All = 30.7% EL = N/A (n=4) SED = 20.7% SWD = N/A (n=5) 2024 State Assessment Results	CAST: Science All = 41.7% EL = N/A (n<10) SED = 70.0% SWD = N/A (n<10) 2024 State Assessment Results	CAST: Science All = 40% EL = unknown SED = 40% SWD = unknown	CAST: Science All - Increase of 11.52 percentage points EL = N/A SED = Increase of 60.68 percentage points SWD = N/A
7A - Broad Course of Study	All students are offered access to a broad course of study, as verified by class schedules, student transcripts, dual enrollment participation and Enrichment class participation. Number of students who participate in Enrichment Courses as a percent of eligible students TK-12	Number of students who participate in Enrichment Courses as a percent of eligible students TK-12 47% 2023 - Local Enrichment class attendance records	Number of students who participate in Enrichment Courses as a percent of eligible students TK-12 68% 2024 - Local Enrichment class attendance records	Number of students who participate in Enrichment Courses as a percent of eligible students TK-12 72% 2025 - Local Enrichment class attendance records	Number of students who participate in Enrichment Courses as a percent of eligible students TK-12 47% or greater	Increase of 23 percentage points
7A - Broad Course of Study	All students are offered access to a broad course of study, as verified by class schedules, student transcripts, dual enrollment participation and Enrichment class participation. Number of students who participate in Dual Enrollment Courses as a	Number of students who participate in Dual Enrollment Courses as a % of students grades 9-12 27% 2023 - SIS reports	Number of students who participate in Dual Enrollment Courses as a % of students grades 9-12 22% 2024 - SIS reports	Data not ANumber of students who participate in Dual Enrollment Courses as a % of students grades 9-12 45% 2025 - SIS reportsvailable	Number of students who participate in Dual Enrollment Courses as a % of students grades 9-12 27% or greater	Increased by 18 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of all students grades 9-12					
7B - Broad Course of Study	The extent to which students have access to, and are enrolled in programs and services developed and provided to low income, English learner and foster youth students. Percent of students identified as low income, English learner and foster youth scoring proficient proficient or above on STAR ELA and Math shall be consistent with all student percentile ranking of proficient or above in the same subject area.	STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results	STAR Assessments: Reading All = 72% EL = N/A (n=4) SED = 72% SWD = N/A (n=10) 2025 Spring Local Assessment Results STAR Assessments: Math All = 52% EL = N/A (n=4) SED = 47% SWD = N/A (n=10) 2025 Spring Local Assessment Results	STAR Assessments: Reading All = 72% EL = N/A (n<10) SED = 70% SWD = N/A (n<10) 2026 Spring Local Assessment Results STAR Assessments: Math All = 53% EL = N/A (n<10) SED = 90% SWD = N/A (n<10) 2026 Spring Local Assessment Results	STAR Assessments: Reading All = 85% EL = unknown SED = 85% SWD = unknown STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	STAR Reading - All - Decrease of 4.27 percentage points EL = N/A SED -Decreased by 6.74 percentage points SWD - N/A STAR Math - All - Increase of 8 percentage points EL - N/A SED - Increase of 51 percentage points SWD - N/A
7C - Broad Course of Study	The extent to which students have access to, and are enrolled in programs and services developed and provided to students with disabilities provided to students with disabilities. Percent of SWD students enrolled in programs and services	Percent of SWD students enrolled in programs and services specific to their identified need - 100% 2023-24 - SEIS Reports	Percent of SWD students enrolled in programs and services specific to their identified need - 100% 2024-25 - SEIS Reports	Percent of SWD students enrolled in programs and services specific to their identified need - 100% 2025-26 - SEIS Reports	Percent of SWD students enrolled in programs and services specific to their identified need - 100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	specific to their identified need.					

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.

Goal 1 -

The actions within this goal were designed to provide our students with safe school facilities, provide access to highly qualified teachers and staff, and the necessary instructional support and materials to promote a well rounded experience including mastery of the adopted academic standards.

The LEA implemented the planned actions for this goal by -

Providing Instructional and curricular materials, and support to all students including supplemental materials to support access to state standards was implemented via the established curriculum ordering process, school progress monitoring practices, staff professional development, and parent choice as reflected in their curriculum ordering selections and student stipend utilization.

Students participating in Dual Credit classes increased by over 100% with 45% of 9-12 students taking a dual credit class, additionally the total number of Dual Credit courses completed in 2025-26 totalled 42 courses, representing an increase of 12 courses over prior year (2024-25 = 30). Concurrently, 100% of the eligible graduating class of 2026 graduated this year. With 9 total graduates, one junior graduated a year early, one completed all requirements in December and all indicated they are going directly to college or trade school.

Maintaining a qualified and diverse teaching and support staff was a bit of a challenge this year as one teacher resigned 6/30/26 and another took a voluntary transfer to the district's middle school in July. Coming so late in the year, it was a struggle to find qualified candidates and we ended up being two staff members short. This caused administration to assume a partial caseload and the remainder of the students were distributed to the caseloads of the 14 teachers on staff. All other staff remained unchanged - 3.75 hr Clerk/Receptionist, 1 FTE Secretary 1, and a shared Ed. Specialist and Counselor. The metric for appropriate credentialed staff increased 7 percentage points (from 73% to 80%) in 2025-26. However, this is primarily due coding requirements as ECA teachers complete a Local Assignment Option agreement and was this not correctly recorded for state reporting purposes.

Improved access and use of technology was implemented through 1:1 Chromebook replacement, maintenance of contracts for learning platforms (e.g. Edgenuity) and software (e.g. Aeries SIS, Renaissance), expanding resources for STEM related classes/workshops and the

addition of the IXL learning software for extended learning opportunities. The secondary program added Silicon Valley High classes as an alternative vendor for a-g coursework. The ECA "fab lab" was brought on line this year with a 3D printer, laser cutter and students were able to access it during enrichment classes.

Facilities upgrades continued this year with phase two of of the modernization plan almost completed. Phase two involved upgrades to the campus grounds including a large shade structure, hardscape and landscape upgrades, drainage, signage, hydration station and expanded storage facilities. Phase two was the second part of an $1.2 million modernization project. With increasing enrollment, additional projects are under design and include expanded parking, additional drainage improvements, additional classrooms/office space and playfield expansion.

Supplemental actions were implemented through LEA wide actions including maintenance and support for progress monitoring platforms and practices, procedures for identifying and addressing identified student needs, and maintenance of staffing to ensure balance across teacher caseloads. While LEA wide, these actions were primarily directed to support our SES, EL, and foster/homeless students.

Successes -

The LEA experienced notable successes in implementing this goal, particularly in the area of student access to appropriate materials to support achievement of grade level standards, and progress monitoring practices for improved monitoring of unduplicated students, as well as all students in general. ECA’s curriculum catalog provided a wide range of effective curricular options and continues to grow as new materials are identified. Professional development in Aeries, Renaissance STAR, Freckle, Edgenuity, and CTE, expansion of the secondary program and overall student performance serve as evidence the success of the actions included within this goal.

The staff's resiliency, cohesiveness and student focus as it weathered the challenges caused by staff shortages and the resulting expanded caseloads. For the 2026-27 school year we will be fully staffed for the first time in two years.

Student performance on the CAASPP, for participating students, exceeded state and local rankings and STAR scores reflected moderate growth. Participation in site enrichment classes increased to 72% of eligible students and given the geographic challenges faced by some of our families is an acceptable percentage. Next year's enrollment will be another growth year with a projected enrollment in the homeschool charter of 425. This is an increase of nearly 50 students from prior year.

While still incomplete, the facility upgrades have had a positive impact on the campus. As an example, Gateway held it first ever student dance this May under the newly constructed Shade structure and hardscaped quad area. This will be the first of many events in this area as the upgrades included a stage area, lighting, and electrical and AV connections.

Challenges -

In May of 2025, ECA was fully staffed but by the time the schoolyear began, found itself two teachers short. The resiliency and commitment of the staff provided for the expansion of caseloads, but as everything is a zero sum game, some the "extra things" we had planned had to

be shelved. Regardless, programatically, all activities and offerings were consistent with previous years, but with fewer teachers and larger student caseloads maintenance of the status quo was priority.

Construction delays with the grounds upgrades limited access to the quad area and required rerouting foot traffic during enrichment classes. The rerouting required opening a fenced area for student access to classrooms, which caused security concerns because it represented a breech in the perimeter fencing. This breech was mitigated through additional supervision when students were on campus as well as ongoing video surveillance and monitoring of the campus. The quad area is also used during enrichment classes for nutrition breaks, and student activities and the construction delays impacted these activities as well. While this was identified as a challenge, given the program's continued growth, this could also be considered an area of success.

Substantial differences -

Aside from the delays in the facility upgrade project and the unexpected staffing issues all planned actions were implemented as described in the 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.

The charter has identified has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action.
A review of the actions and any material differences follow below:

Action 1.1 - No material difference
Action 1.2 - Access to Technological Supports and Literacy - Increase of 58.9% from budget - The charter purchased and upgraded IT staff devices and chromebooks for students, which was more than originally budgeted. IT devices also have increased in cost since budget.
Action 1.3 - State and District Benchmark Assessments and Local Assessments and Progress Monitoring - Decrease of 100% from budget. - There were no direct costs associated with benchmark assessments and progress monitoring. This action was implemented but completed by staff without additional costs.
Action 1.4 - No Material difference.
Action 1.5 - No Material difference.
Action 1.6 - Targeted Professional Development - Increase of 85.1% from budget - Staff had many opportunities to participate in PD over the year and used Educator Effectiveness funds. There were two conferences not originally budgeted that were offered to staff.
Action 1.7 - Services and Materials - Supplemental - Decrease of 22.8% from budget - There was a decrease in Supplemental funds through the budget. There was no impact on services for high needs students.
Action 1.8 - No Material difference.

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

1.1 - This action was effective in that all students had access to the common core standards as evidenced by the curriculum order forms, student stipend accounts, and student performance on STAR Benchmarks. Specifically, Spring 2025 STAR benchmark results in math reflected 52% at or above standard which was an increase of 5 percentage points over prior year. In Reading, 72% of students were at or above standard which reflected a 4 percentage point drop over the base year. Our largest sub-group, economically disadvantaged students', ranking in reading also dropped to 6 percentage points to 70% in 2025-26. This action is still deemed effective given the improvement in math and the consistent high proficiency rankings in reading.

1.2 - This action was effectively implemented as evidenced by Chromebook replacements, maintenance of contracts for learning platforms (e.g. Edgenuity, Happy Numbers) and software (e.g. Aeries SIS, Renaissance), expanding technology related resources for enrichment classes and student supports.

1.3 & 1.6 - This action was effective as evidenced by professional development in Renaissance, Career and College Education, Edgenuity, Aeries SIS Alt Ed scheduling for staff with secondary students on their caseload and ECA's refined progress monitoring practices.

1.4 - This action was marginally effective as evidenced by replacing departing staff vacancies, but we were unable to fill two additional vacancies to accommodate growth. Maintenance of contracts for the Ed Specialist, SLP, HS Counselor and the addition of a 3.5 hr Clerk/Receptionist for administrative support were identified as effective.

1.5 - While initially a major challenge due to construction delays, this action was effectively implemented as evidenced by the upgraded facilities the school received

1.7 - This action was effectively implemented as evidenced by the maintenance and continued availability of materials and contracted services to support identified student learning needs for all students, including ECA unduplicated students (English Learners, Economically disadvantaged and Foster/Homeless Youth). This is evidenced by our economically disadvantaged student comparable performance on the STAR reading and improvement in STAR math.

1.8 - This action was effectively implemented as evidenced by maintenance and increases in funding to maintain staffing levels consistent with enrollment, so student student academic progress is effectively monitored and supported as indicated by associated metrics.

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 for the goal are planned.

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	Access to Common Core State Standards (CCSS)	Provide access to the Common Core State Standards (CCSS) by providing appropriate curriculum, materials and supplies, contracted services and capital outlay to all students	$593,722.00	No
1.2	Access to Technological Supports and Literacy	Access to Technological Supports and Literacy: ECA will maintain its 1:1 program for continued access to student Chromebook devices and appropriate technology. This includes maintaining a device replacement cycle to ensure device compatibility, and access to other appropriate technology to support STEM related classes and activities. ECA will provide necessary online learning platforms and software to support all aspects of the ECA instructional program. ECA will also promote student Net Citizenship awareness with grade-appropriate training which covers topics like Net Etiquette, social media, and cybersafety. ECA will provide access to professional development and training on schoolwide-based technology platforms, specific technology as it relates to specific course objectives, and training and support on ECA's universal screening and progress monitoring applications.	$66,583.00	No
1.3	State and District Benchmark Assessments and Local Assessments and Progress Monitoring Applications: Training and Support	Provide staff training and support for local progress monitoring applications, district benchmarks and state assessments including AimeWeb, STAR and CAASPP.	$1,000.00	No
1.4	Employee Staffing and Maintenance	Consistent with student enrollment, ECA will maintain current ratios of staffing, and contracted services to provide access to a broad course of study and support student learning.	$3,157,817.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Facility Maintenance	ECA will maintain or increase current levels of funding and resources, based on enrollment, to provide and maintain safe and engaging facilities	$162,520.00	No
1.6	Targeted Professional Development	ECA will provide all staff with appropriate access to professional development in the areas of effective homeschool practices, curriculum, adult learning and subject/grade level specific needs.	$6,000.00	No
1.7	Services and Materials - Supplemental	EUSD will maintain current levels of materials and contracted services to support student learning for all students, including ECA unduplicated students (English Learners, Economically disadvantaged and Foster/Homeless Youth) - Materials and services provided over the LCFF base and funded with supplemental funding.	$201,377.00	Yes
1.8	Employee Staffing and Maintenance - Supplemental	ECA will maintain or increase current levels of staffing, based on enrollment, to provide access to a broad course of study and support student learning for all students, including ECA unduplicated students (English Learners, Economically disadvantaged and Foster/Homeless Youth).	$13,436.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Escalon Charter Academy will implement a multi-tiered system of support that provides all students access to rigorous academic programs and develops the requisite skills to be Career and College Ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students are provided with the needed support and services required to access their educational program but ultimately to support them in preparing to be Career and College Ready.

The actions within this goal are designed to promote student academic achievement regardless of present levels or the need for additional support and services. This goal includes -

Implementation of a coordinated system of assessment and progress monitoring, coupled with ongoing data analysis and supported through a strategic multi-tiered system of supports as measured by state (CAASPP and CAST) and local assessments (Star Reading and Star Math) results;
student access to A-G approved courses
student access to Career and Technical Education
student access to Dual Enrollment courses
student access to Advanced Placement courses and specialized courses of study
appropriate English language development instruction

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Pupil Achieve	Percentage of students in grades 3-8 and 11 who meet or exceed	CAASPP: ELA All = 55.39% EL = N/A (n=4)	CAASPP: ELA All = 57.6% EL = N/A (n=4)	CAASPP: ELA All = 54.36% EL = N/A (n<10)	CAASPP: ELA All = 65% EL = unknown	CAASPP ELA - All - Decrease of 1.3 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
ment (ELA)	standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Reading Assessments meet or exceed standard	SED = 53.13% SWD = N/A (n=5) 2023 State Assessment Results STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results	SED = 38.9% SWD = N/A (n=5) 2024 State Assessment Results STAR Assessments: Reading All = 72% EL = N/A (n=4) SED = 72% SWD = N/A (n=10) 2025 Spring Local Assessment Results	SED = 47.6% SWD = N/A (n<10) 2025 State Assessment Results STAR Assessments: Reading All = 72% EL = N/A (n<10) SED = 70% SWD = N/A (n<10) 2026 Spring Local Assessment Results	SED = 65% SWD = unknown STAR Assessments: Reading All = 85% EL = unknown SED = 85% SWD = unknown	points EL = N/A SED - Decrease of 5.53 percentage points SWD = N/A (n<10) STAR Reading - All - Decreased 4.27% percentage points EL - N/A SED -Decreased by 6.27 percentage points SWD - N/A
4A - Pupil Achievement (Math)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments meet or exceed standard	CAASPP:Mathematics All = 39.42% EL = N/A (n=4) SED = 31.25% SWD = N/A (n=5) 2023 State assessment Results STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results	CAASPP:Mathematics All = 44.6% EL = N/A (n=4) SED = 34.3% SWD = N/A (n=5) 2024 State assessment Results STAR Assessments: Math All = 52% EL = N/A (n=4) SED = 47% SWD = N/A (n=5) 2025 Spring Local Assessment Results	CAASPP:Mathematics All = 38.6% EL = N/A (n<10) SED = 26.8% SWD = N/A (n<10) 2025 State assessment Results STAR Assessments: Math All = 53% EL = N/A (n<10) SED = 90% SWD = N/A (n<10) 2026 Spring Local Assessment Results	CAASPP: Math All = 50% EL = unknown SED = 44% SWD = unknown STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	CAASPP Math - All - Decrease of .88 percentage points SED - Increase of 4.45percentage points STAR Math - All - Increase of 8 percentage points EL - N/A SED - Increase of 51 percentage points SWD - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Pupil Achievement (Science)	Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 30.18% EL = N/A (n=4) SED = 19.32% SWD = N/A (n=5) 2023 State Assessment Results	CAST: Science All = 30.7% EL = N/A (n=4) SED = 20.7% SWD = N/A (n=5) 2024 State Assessment Results	CAST: Science All = 41.7% EL = N/A (n<10) SED = 40.0% SWD = N/A (n<10) 2025 State Assessment Results	CAST: Science All = 40% EL = unknown SED = 40% SWD = unknown	All - Increase of 11.52 percentage points EL = N/A SED = Increase of 10.68 percentage points SWD = N/A
4B - Pupil Achievement	Percentage of students who meet CSU/UC a-g college entrace requirements	20% (2 of 10)	0% (0 out of 8)	0% (0 out of 8)	30%	-100%
4C - Pupil Achievement	Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24	No Performance Indicator - Less than 11 students CA School Dashboard, 2024-25	No Performance Indicator - Less than 11 students CA School Dashboard, 2025-26	NA	No Performance Indicator - Less than 11 students
4D - Pupil Achievement	Percentage of pupils who have successfully completed both types of courses described in B & C	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24	No Performance Indicator - Less than 11 students CA School Dashboard, 2024-25	No Performance Indicator - Less than 11 students CA School Dashboard, 2025-26	NA	No Performance Indicator - Less than 11 students
4E - Pupil Achievement	Percentage of EL students who make progress toward English proficiency by improving one level from prior test	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24	No Performance Indicator - Less than 11 students	No Performance Indicator - Less than 11 students	NA	No Performance Indicator - Less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	administration on the ELPAC		CA School Dashboard, 2024-25	CA School Dashboard, 2025-26		
4F - Pupil Achievement	Percentage of English Learners who meet ECA standards to be redesignated as Fluent English Proficient.	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24	No Performance Indicator - Less than 11 students CA School Dashboard, 2024-25	No Performance Indicator - Less than 11 students CA School Dashboard, 2025-26	NA	No Performance Indicator - Less than 11 students
4G - Pupil Achievement	Percentage of pupils who pass an AP exam (3+)	0% Local SIS 2023-24	0% Local SIS	0% Local SIS	NA	0%
4H - Pupil Achievement	Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24	No Performance Indicator - Less than 11 students CA School Dashboard, 2024-25	No Performance Indicator - Less than 11 students CA School Dashboard, 2025-26	NA	No Performance Indicator - Less than 11 students
6A	Percentage of students who are suspended at least once during the academic year	.6% were suspended at least once in the 2022-23 sacademic year.	.3% 2023-24 - Dataquest	2.6% 2024-25 - Dataquest	Less than 2%	Increase of 2 percentage points
6B	Percentage of students who are expelled from the district during the academic year	0.0%	0.0%	0.0%	Less than .5%	0.0%
8A - Other Pupil Outcom	Percentage of graduating seniors participating in a Dual Enrollment class during high school.	All Students - 60% (6 of 10) graduates took at least one Dual Enrollment course during high school.	All Students - 55% (5 of 9) graduates took at least one Dual Enrollment	All Students - 33% (3 of 9) graduates took at least one Dual Enrollment	Maintain 50% or greater	Decrease of 22 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
es - Local		Local SIS 2023-24	course during high school. Local SIS 2023-24	course during high school. Local SIS 2023-24		

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.

Goal 2 -

The actions within this goal were designed to provide our students a multi-tiered system of support to ensure access to a rigorous academic program and needed skill development for College and Career Readiness.

The LEA implemented the planned actions for this goal by -

Continued implementation of a coordinated system of assessment and progress monitoring using a variety of assessments (e.g. academic, non-academic, state, local) and progress monitoring tools to monitor student performance as evidenced by Student Support Logs, Renaissance STAR results, mClass, student work samples and other student performance data as appropriate.

Increase of focus on College and Career readiness by implementing exploratory activities in enrichment classes, implementing CCGI (California Career Guidance Initiative), participating in activities like SJCOE Trades Day, and AgFest, career oriented fields trips (e.g. Ag production facilities), student opportunities for participating in CTE and/or Dual Enrollment courses or work experience/internships. Of particular note in the 2025-26 school year the increase of Dual Credit participation for both CTE and College level courses. In 2025-26, of the 44 enrolled secondary students, 18 students completed 42 Dual Credit courses. Courses range from Ag Mechanics, Auto Diagnostics to Computer Programming and Graphic Design as well as courses like English 100, and US History. Participation in Dual Credit has a lot to do with our low AP participation rates, as students prefer to take the actual college level course and receive both high and college credit as well as meeting a high school graduation requirement while concurrently receiving college credit.

Access to remedial/extended learning opportunities were facilitated through the use of applications like Freckle, IXL (all content areas) Happy Numbers, enrichment classes and parent/consulting teacher selected supplemental materials and educational activities. These extended opportunities also include targeted intervention to address specific areas based on individual student need.

On going support for MTSS to address the needs of the whole child, including academic, social emotional and behavioral as evidenced by access to student support services, including counseling, targeted instruction, and access to Ed. Specialists and School Psychologists. For

2025-26 student support services were facilitated through the STOP IT app, which significantly simplified the student referral process, thereby expediting student access to mental health services. In 2025-26, ECA made 8 referrals through STOP IT, with 6 matched to appropriate community resources, 2 students receiving counseling services and 1 student being referred to therapy. The access to this application has been a tremendous resource for our program.

Successes -

In implementing this goal several successes were evident. The school's adopted procedures for student assessment, diagnostics and progress monitoring, and mental health resources has become more imbedded within the school's standard procedures and as a result more effective in supporting students in a timely and strategic manner. The formalized procedures were also beneficial for parents as they were able to identify and target their children's needs more effectively.

CTE/College Readiness was also an area with noted success. While our graduating class took fewer Dual Credit classes over prior years, the total number of participating students was higher than it has ever been, as were the number of courses the students took. As noted above 18 students took and passed 42 dual credit courses in 2025-26. Whether they plan on pursuing a two or four year degree or technical certification, these students will have a head start on their peers upon graduation.

The extended learning provided through the enrichment classes was also an area of success as reflected in the significant of student participation in these classes. These classes support students socially and academically through STEAM and similar engaging activities with emphasis on collaborative group projects. Additionally, adopted supplemental programs provided students with targeted support to address their individual academic needs.

Challenges -

Overall, the implementation of this goal encountered only one challenge. For historical reasons, ECA's student Renaissance accounts have always been under another district's school Renaissance license. Due to ECA's growth in enrollment, the decision was made to move ECA under their own license in 2024-25 making it easier to track and monitor student data. The only issue was when the data was transferred access to prior year class/grade level aggregate data was lost and only individual student data was available. What this means is that ECA can only access aggregate performance data for the past two years, limiting its current ability to evaluate performance from a broader perspective to identify overall trends and patterns. Moving forward, this will be less of an issue as additional years are added.

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.

The charter has identified has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action.
A review of the actions and any material differences follow below:

Action 2.1 - Student Achievement: Analysis of Student Progress and Performance - Decrease of 100% from budget - The decrease reflected is because the district and charter did not renew the subscription for Aimsweb. Amplify was the replacement assessment platform and was paid for using Supplemental funds and reflected in Action 1.7. This action was not affected by this change.
Action 2.2 - No material difference.
Action 2.3 - No material difference.
Action 2.4 - No material difference.

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

2.1 - This action was effective in that all students participated in a coordinated system of assessment and progress monitoring. Data from state assessments and local benchmarks was analyzed for schoolwide and individual trends and appropriate responses were developed. In particular math was an area identified for extra focus and Spring 2026 STAR benchmark results in math reflected an 8 point increase to 53% at or above standard ranking for all students over base year. SED students increased 8 points over baseline in year 2, but specific data wasn't available in year 3 from the STAR as students hadn't be properly mapped from the SIS to the Renaissance database. STAR data included 8 students identified as SED, while our schoolwide percentage is closer to 26%. Obviously, all SED students are not properly identified in Renaissance. A support ticket is already in place to rectify this oversight next year. In reviewing CAASSP scores, SED students drop in score was from 2023-24 to 2024-25 was proportionally similar to the all students drop in math proficiency. SED students were ranked 34.26% proficient in 2024-25 and 26.83% in 2025-26 (76% vs. 70% of prior year rankings). All students were ranked at 44.61% proficient in 2024-25 and in 2025-26 dropped to 38.52%. In Reading 72% of students were at or above standard in 2025-26, which reflected a 4 percentage point drop over the base year and an identical proficiency percentage as 2024-25 (i.e. 72%). SED students also decreased on the STAR dropping 6 percentage points to 70% from the base year. Even with the drop in reading, this action is still deemed effective given the improvement in STAR math and the consistent high proficiency rankings in STAR reading.

2.2 - This was a highly effective action as career awareness activities were implemented in the enrichment classes, field trips, Dual Credit participation, work experience and post high school student pursuits.

2.3 - This action was effective with an increase in overall participation in enrichment classes. Extended learning opportunities were increased through use of adopted programs and supplemental materials. And student performance improved overall.

2.4 - This action was effective as evidenced in the maintenance of personnel and applications, including STOP IT app, intended to meet the needs of the whole child, including academic, social emotional and behavioral.

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 for the goal are planned. Please note: Updated LREGB years and amounts are found in Action Item 2.3 below.

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
2.1	Student Achievement: Analysis of Student Progress and Performance	ECA will utilize a coordinated system of assessment and progress monitoring that includes local assessments as well as state formative and summative assessments. Ongoing data analysis through Professional Learning Communities to monitor student performance, support placement and intervention, and assist in informing instruction requires valid assessment protocols and platforms and intentional systems of data analysis. Support for PLCs, and assessment and progress monitoring applications (e.g. STAR, Aimsweb) to analyze student performance and growth will be provided to all teachers to support and guide instructional decisions and improve student performance and growth.	$1,000.00	No
2.2	Career and Technical Education Exploration	ECA will increase access to career and college readiness, by integrating career awareness and exploratory activities in grades Kinder through 8th grade. At the high school level, ECA will develop 4 year student plans with each student, support career awareness through promotion of the ASVAB, Career Fairs, College Days, and similar activities. ECA will monitor enrollment in CTE courses and specialized courses of study (e.g. Barn Management); enrollment in A-G classes and participation in Dual Enrollment classes to better understand student needs and interests.	$10,904.00	No
2.3	Access to Extended Learning Opportunities and Intervention	LREBG Action ECA will provide access to extended learning opportunities, and access to targeted intervention to support students' access to grade level CCSS. At the secondary level opportunities for credit recovery/skill remediation will	$10,200.00	No

Action #	Title	Description	Total Funds	Contributing
		be offered to support the completion of graduation requirements as well as increase access to a-g classes and CTE courses. LREBG 2026-2027 $10,200.00 (Materials and/or Contracted Services)		
2.4	Multi-Tiered System of Support Maintenance	ECA will continue implementing a Multi-Tiered System of Supports to meet the needs of the whole child, including academic, social emotional and behavioral. Additional supports will be used to provide small group and individual targeted instruction as determined by student needs; including salaries for Ed Specialists and School Psychologists.	$143,142.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Escalon Charter Academy will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A - Parental Involvement	Self reflection rating on Parent and Family Engagement: Building Relationships - Question #4 Building Relationships for Student Outcomes - Question #7 Seeking Input for Decision Making Question #11	Question #4 - Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Ranking - 5 - Full Implementation and Sustainability	Question #4 - Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Question #4 - Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 -Full Implementation and Sustainability	Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 - Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Ranking - 5 - Full Implementation and Sustainability 2023-24 Local Indicator, Self-Reflection Tool, Priority 3	Ranking - 5 - Full Implementation and Sustainability Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 - Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	Ranking - 5 - Full Implementation and Sustainability Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 - Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	Ranking - 5 -Full Implementation and Sustainability Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 -Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			groups in the school community. Ranking - 5 - Full Implementation and Sustainability 2024-25 Local Indicator, Self-Reflection Tool, Priority 3	groups in the school community. Ranking - 5 - Full Implementation and Sustainability 2025-26 Local Indicator, Self-Reflection Tool, Priority 3	groups in the school community. Ranking - 5 -Full Implementation and Sustainability	
5A - Pupil Engagement	Percentage of pupils attending school daily on average	98.2% 2023-24 Attendance Report, SIS	99.1% 2024-25 Attendance Report, SIS	99.39 2025-26 Attendance Report, SIS	Greater than 97%	Increase 1.2 percentage points
5B - Pupil Engagement	Percentage of students K-12 identified chronically absent students who are absent from school 10% or more for the total number of days that they are enrolled in school	3.5% 2023 CA School Dashboard	1.7% 2024 CA School Dashboard	2.4% 2025 CA School Dashboard	Less than 5%	Decrease 1.1 percentage points
5C - Pupil Engagement	Middle School dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school	0% 2023-24 Local SIS	0% 2024-25 Local SIS	0% 2025-26 Local SIS	Less than 1%	No change
5D - Pupil Engagement	High school dropout rate - percentage of students in grades 9-12 who stop coming to school and	0% 2023-24 Local SIS	0% 2024-25 Local SIS	0% 2025-26 Local SIS	Less than 1%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who do not enroll in another school					
5E - Pupil Engagement	High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	100% 2023-24 Local SIS	100% 2024-25 Local SIS	100% 2025-26 Local SIS	Less than 1%	No change
6A - School Climate	Percentage of students who are suspended at least once during the academic year	.6% 2022-23 DataQuest	.3% 2023-24 CA Dashboard	1.1% 2025-26 CA Dashboard	Less than 1%	Increase of .5%
6B - School Climate	Percentage of students who are expelled from the district during the academic year	0% 2022-23 DataQuest	0% 2023-24 CA Dashboard	0% 2025-26 CA Dashboard	Less than 1%	0%
6C - School Climate	Percentage of students, parents and teachers who feel the school is safe based on survey results Precentage of students, parents and teachers who feel connected to school based on survey results	Feel School is Safe Students 79.5% Parents 100% Teachers 88.5% Feels Connected to School Students 81% Parents 100% Teachers 76.9% 2023-2024 Local Surveys	Feel School is Safe Students 100% Parents 92% Teachers 89% Feels Connected to School Students 84% Parents 97% Teachers 80% 2024-2025 Local Surveys	Feel School is Safe Students 96% Parents 94% Teachers 89% Feels Connected to School Students 90% Parents 94% Teachers 73% 2025-2026 Local Surveys	Feel School is Safe Students - Greater than 95% Parents - Greater than 95% Teachers - Greater than 95% Feels Connected to School Students - Greater than 95% Parents - Greater than 95% Teachers - Greater than 95% Local Surveys	Feel School is Safe Students - Increase of 15.5% Parents - Decrease of 6% Teachers - Increase of .5% Feels Connected to School Students - Increase of 9% Parents - Decrease of 6% Teachers - Decrease by 4% Local Surveys

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.

Goal 3 -

The actions within this goal are intended to solicit input and participation from ECA's educational partners to guide the school's continuous effort in establishing effective and engaging student-centered learning environments.

The overall implementation of this goal went as planned.

The school's outreach and communication practices continued through ECA's social media platforms, Facebook and Instagram, Parent Square messaging and the school's website. The 3.5 hour clerk/receptionist hired last year, was better positioned to handle a significant number of parent and community questions and inquiries this year, which freed up time for other staff to attend to other duties. The annual parent survey also supported the school's effectiveness in establishing a welcome environment with 97% responding favorably to the prompt - "This school is a friendly and welcoming place for parents" and 97% responding positively to the prompt - "I can approach staff if I need to discuss a matter about my child." The revised standardized family logs supported consistent monthly communication to families regarding upcoming events and deadlines. The school's website and social media is updated regularly with upcoming events, timelines and other important communications.

To support student engagement, ECA continued to offer engaging Enrichment classes, in a new format this year. In 2025-26 ECA piloted a new Enrichment class schedule. On Wednesdays it was a grade level aligned 3 hour block, whereas on Tuesday students had two 90 minutes blocks to select from that were grade level appropriate. The idea was it would give students a broader selection of courses to select from. In reality it did give students a greater variety of courses that were available, but the revised format proved to be a challenge because the 90 minutes class was more like a 60 - 80 minute class dependent on grade level once we accounted for nutrition breaks and passing period. For 2026-27, ECA will return to the traditional 3 hour block on Tuesdays and Wednesday, but will augment class offerings by offering specialized classes outside of the traditional 3 hour Tuesday and Wednesday morning time slot. WIth a full staff, we now have enough teachers to provide this option, while maintaining the quality of our traditional enrichment program. Additionally, ECA continued to offer a wide range of extended learning activities and events, parent training on effective curriculum use practices, and instruction, and extra-curricular learning activities for families and students. This year participation in enrichment classes increased dramatically, the school hosted a Science Night and several parent trainings. All new families were required to participate in a new family orientation to familiarize them with the school's practices, expectations and homeschooling practices needed to ensure student success.

Successes -

Notable successes were evident in the implementation of this goal. In 2025-26 ECA enrollment in the homeschool program was nearly 400 students, adding approximately 80 students. Having to start the year two teachers short, one of the most notable successes was the

outreach and connections ECA established with the new families and students. Comments from new family responses on the parent survey included - "[We]..."found a home for our kiddos at Gateway," and that the school "feels like a family."

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.

The charter has identified has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action.
A review of the actions and any material differences follow below:

Action 3.1 - No Material Difference.
Action 3.2 - Positive, Effective and Engaging Learning Environments - Increase of 15.8% - The charter was able to add some additional enrichment opportunities and also provided extra-curricular learning opportunities.

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

3.1 - The overall effectiveness of this action was positive. Despite being two teachers short, the level of outreach and involvement opportunities provided to our families and stakeholders was as extensive as it was successful. Responding to community input and concerns about ECA's secondary program, ECA expanded its focus in this area. Several outreach activities were held and led to ECA establishing its first official student club, Gateway to Green. The club held several club activities involving 7-12 students which culminated in the first annual "Under the Stars" spring formal. The dance was well attended and a highly successful event. Academics was also an area of focus and ECA expanded a-g course offerings this year with the addition of Silicon Valley High as an approved vendor. As previously noted, participation in Dual Credit courses was also up this year, and the best indicator of all was the increased enrollment in the secondary program overall. In 2025-26, ECA had 44 students 9-12 and current projected enrollment for 25-26 is 61 students which is roughly a 40% increase over 2025-26.

3.2 - The implementation of this action was also highly effective. As a homeschool program, it is imperative that we establish a positive learning environment for our families since they are the child's teacher of record. This effectiveness of this goal is evidenced by the variety of educational field trips, learning activities and events. Enrichment classes, field days and parent trainings are also evidence of the effectiveness of this action.

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 this goal are planned.

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	Stakeholder Outreach	ECA will continue to provide meaningful outreach to all stakeholders to seek input on decision-making, using various communication means, including phone calls, emails, text-messages, use of District and School Websites, and social media outlets including, Facebook and Instagram ito promote safe and welcoming school environments that promote positive school culture.	$1,900.00	No
3.2	Positive, Effective and Engaging Learning Environments	To support Positive, Effective, and Engaging Learning Environments and maintain student engagement, ECA will support school connectedness, by offering innovative and engaging Enrichment courses, developing hands-on learning labs (e.g. school gardens, maker space, PE facilities), promoting effective school/home relationships and support engaging homeschool learning environments. ECA will continue to provide extra-curricular learning activities, field trips, site events, and parent training to support meaningful learning environments.	$43,473.00	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
$214,813.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.384%	0.000%	$0.00	4.384%

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
1.7	**Action:** Services and Materials - Supplemental **Need:** As part of the regular program ECA provides all students with appropriate curriculum and instructional materials. However, in looking overall student performance data, not all students are meeting grade level standards and require additional, or supplemental,	Consistent benchmarking, allows for timely diagnosis and identification of students with academic needs or deficiencies. Providing targeted academic supports coupled with ongoing progress monitoring ensures student needs are being effectively addressed. While unduplicated students historically perform lower than their school wide peers, low academic performance is not limited to this population subset. Providing these services and materials on an LEA wide	STAR ELA and Math Benchmark scores (Fall, Winter and Spring)

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
	materials and supports. Of note, when reviewing the California dashboard for 22-23 ECA students identified as SED (the largest unduplicated group) outperformed all other student groups with the exception of Hispanic students in ELA and scored comparably with all student groups in Math. However, in subsequent years, SED performance has shown moderate decreases in overall performance, concurrent with all other students groups, indicating the need for supplemental supports and services for all students. To provide continued support for unduplicated students, as well as all students, this action will provide the tools to identify specific student academic needs, and provide targeted instructional supports and materials to support these needs. **Scope:** LEA-wide	basis ensures that all students, including unduplicated students, are effectively monitored, identified and supported consistent with individual needs and deficiencies.	
1.8	**Action:** Employee Staffing and Maintenance - Supplemental **Need:** When reviewing the California dashboard for 22-23 ECA students identified as SED (the largest unduplicated group) outperformed all other student groups with the exception of Hispanic students in ELA and scored comparably with all student groups in Math. In subsequent years, SED performance has shown moderate decreases in overall	As a homeschool program, ECA's Consulting Teacher caseloads are assigned by families and not individual students. Additionally, ECA's unduplicated count is currently 26% with nearly all unduplicated identifying as SED. As such, ECA staff has no means to identify which students qualify as SED and assign them a specific Consulting Teacher supported with supplemental funding. This action will provide supplemental funding for all ECA Consulting Teacher salaries on a percentage basis as a means to support unduplicated, as well as all student groups assigned to their caseloads.	CAASPP scores; STAR Reading and Math benchmark results (Fall, Winter and Spring)

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
	performance, concurrent with all other students groups, indicating the need for supplemental supports and services for all students. This action will provide funding for Consulting Teacher salaries since it is through their support and work with the families and students on their caseloads that are student perform as well as they do. **Scope:** LEA-wide		

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.

N/A

Additional Concentration Grant Funding

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

Gateway Charter Academy does not receive concentration funds.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$4,900,355.00	214,813.00	4.384%	0.000%	4.384%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,258,270.00	$154,804.00	$0.00	$0.00	$4,413,074.00	$3,456,505.00	$956,569.00

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	Access to Common Core State Standards (CCSS)	All	No			All Schools	Ongoing	$0.00	$593,722.00	$563,722.00	$30,000.00			$593,722.00	
1	1.2	Access to Technological Supports and Literacy	All	No			All Schools	Ongoing	$0.00	$66,583.00	$5,333.00	$61,250.00			$66,583.00	
1	1.3	State and District Benchmark Assessments and Local Progress Monitoring Applications: Training and Support	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.4	Employee Staffing and Maintenance	All	No			All Schools	Ongoing	$3,157,817.00	$0.00	$3,132,936.00	$24,881.00			$3,157,817.00	
1	1.5	Facility Maintenance	All	No			All Schools	Ongoing	$102,733.00	$59,787.00	$162,520.00				$162,520.00	
1	1.6	Targeted Professional Development	All	No			All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.7	Services and Materials - Supplemental	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program TK-12	Ongoing	$0.00	$201,377.00	$201,377.00				$201,377.00	
1	1.8	Employee Staffing and Maintenance - Supplemental	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool	Ongoing	$13,436.00	$0.00	$13,436.00				$13,436.00	

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
							program; Dent Elementary - Resource									
2	**2.1**	Student Achievement: Analysis of Student Progress and Performance	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	**2.2**	Career and Technical Education Exploration	All	No			All Schools	Ongoing	$10,904.00	$0.00	$10,904.00				$10,904.00	
2	**2.3**	Access to Extended Learning Opportunities and Intervention	All	No			All Schools	Ongoing	$0.00	$10,200.00		$10,200.00			$10,200.00	
2	**2.4**	Multi-Tiered System of Support Maintenance	All	No			All Schools	Ongoing	$143,142.00	$0.00	$143,142.00				$143,142.00	
3	**3.1**	Stakeholder Outreach	All	No			All Schools Specific Schools: Gateway Academy	Ongoing	$0.00	$1,900.00	$1,900.00				$1,900.00	
3	**3.2**	Positive, Effective and Engaging Learning Environments	All	No			All Schools Specific Schools: Gateway Academy	Ongoing	$28,473.00	$15,000.00	$15,000.00	$28,473.00			$43,473.00	

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
$4,900,355.00	214,813.00	4.384%	0.000%	4.384%	$214,813.00	0.000%	4.384 %	**Total:**	$214,813.00
								LEA-wide Total:	$214,813.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.7**	Services and Materials - Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program TK-12	$201,377.00	
1	**1.8**	Employee Staffing and Maintenance - Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program; Dent Elementary - Resource	$13,436.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,172,923.00	$3,782,043.03

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**	Access to Common Core State Standards (CCSS)	No	$583,336.00	$541,027.12
1	**1.2**	Access to Technological Supports and Literacy	No	$33,800.00	$82,197.33
1	**1.3**	State and District Benchmark Assessments and Local Assessments and Progress Monitoring Applications: Training and Support	No	$1,000.00	$0.00
1	**1.4**	Employee Staffing and Maintenance	No	$2,783,234.00	$2,424,711.59
1	**1.5**	Facility Maintenance	No	$127,058.00	$126,334.47
1	**1.6**	Targeted Professional Development	No	$5,000.00	$33,649.77
1	**1.7**	Services and Materials - Supplemental	Yes	$265,947.00	$205,375.00
1	**1.8**	Employee Staffing and Maintenance - Supplemental	Yes	$13,744.00	$13,643.00
2	**2.1**	Student Achievement: Analysis of Student Progress and Performance	No	$1,500.00	$0.00
2	**2.2**	Career and Technical Education Exploration	No	$10,403.00	$10,685.68

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	**2.3**	Access to Extended Learning Opportunities and Intervention	No	$160,467.00	$160,000.00
2	**2.4**	Multi-Tiered System of Support Maintenance	No	$150,846.00	$141,057.92
3	**3.1**	Stakeholder Outreach	No	$1,760.00	$1,994.00
3	**3.2**	Positive, Effective and Engaging Learning Environments	No	$34,828.00	$41,367.15

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)
$219,018.00	$279,691.00	$219,018.00	$60,673.00	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	1.7	Services and Materials - Supplemental	Yes	$265,947.00	$205,375.00		
1	1.8	Employee Staffing and Maintenance - Supplemental	Yes	$13,744.00	$13,643.00		

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)
$4,736,456	$219,018.00	0.00%	4.624%	$219,018.00	0.000%	4.624%	$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 32526(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 32526(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 32526(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 32526(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 32526(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 32526(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).

California Department of Education
November 2024