LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: e3 Civic High

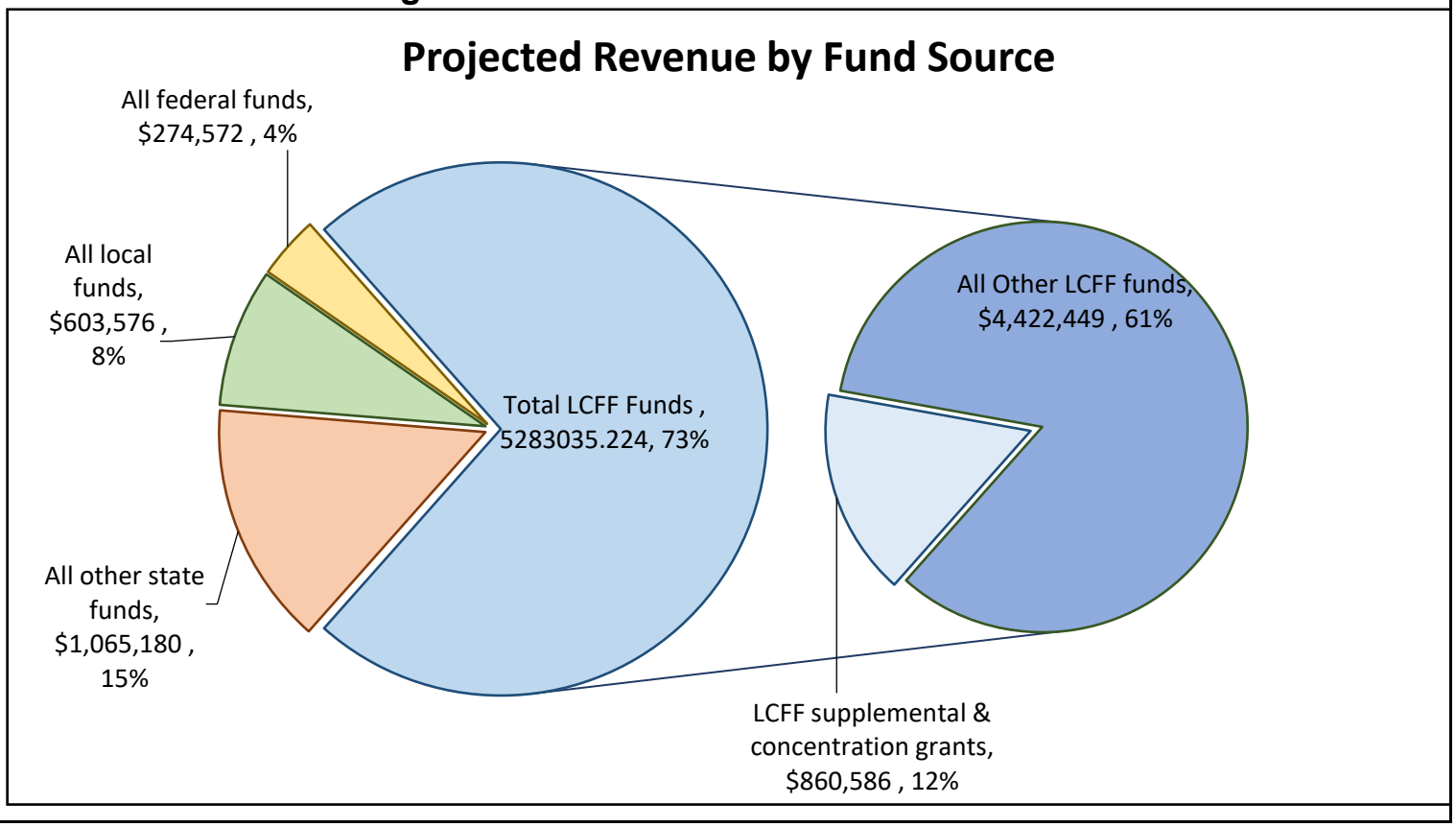
CDS Code: 37 68338 0127647

School Year: 2026-27

LEA contact information: Dr. Brett Taylor, (619) 546-0000, btaylor@e3civichigh.com

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

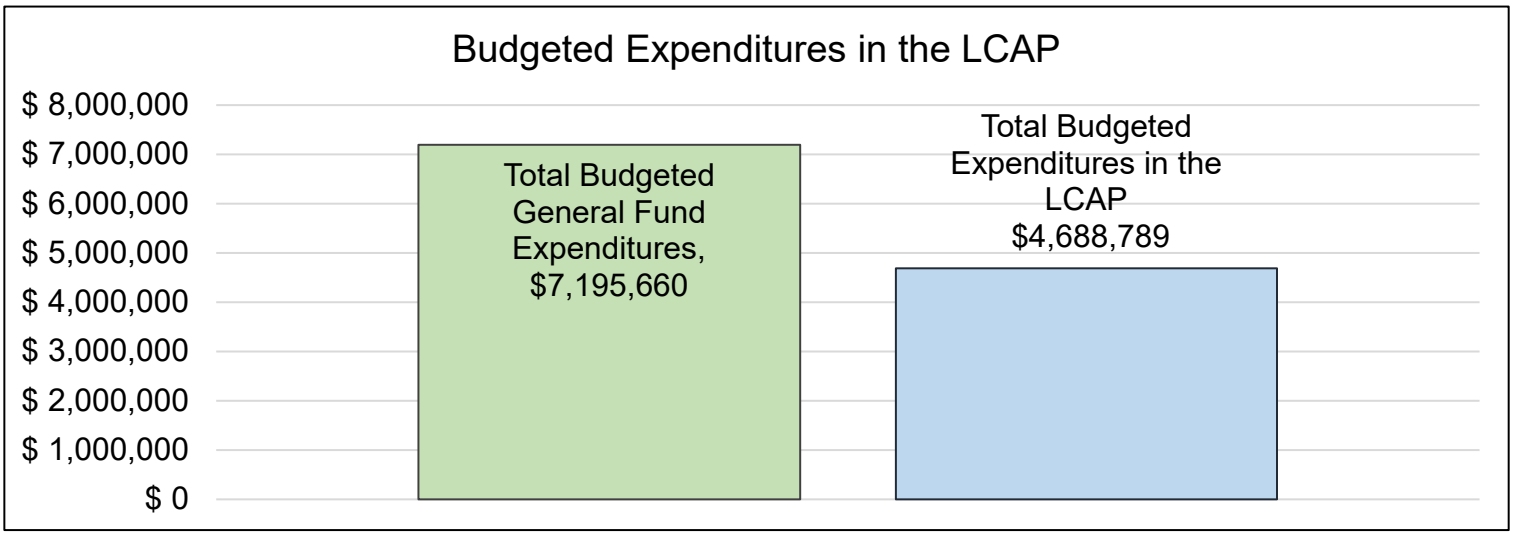


This chart shows the total general purpose revenue e3 Civic High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for e3 Civic High is $7,226,363.11, of which $5,283,035.22 is Local Control Funding Formula (LCFF), $1,065,179.72 is other state funds, $603,576.01 is local funds, and $274,572.15 is federal funds. Of the $5,283,035.22 in LCFF Funds, $860,586.42 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 e3 Civic High plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

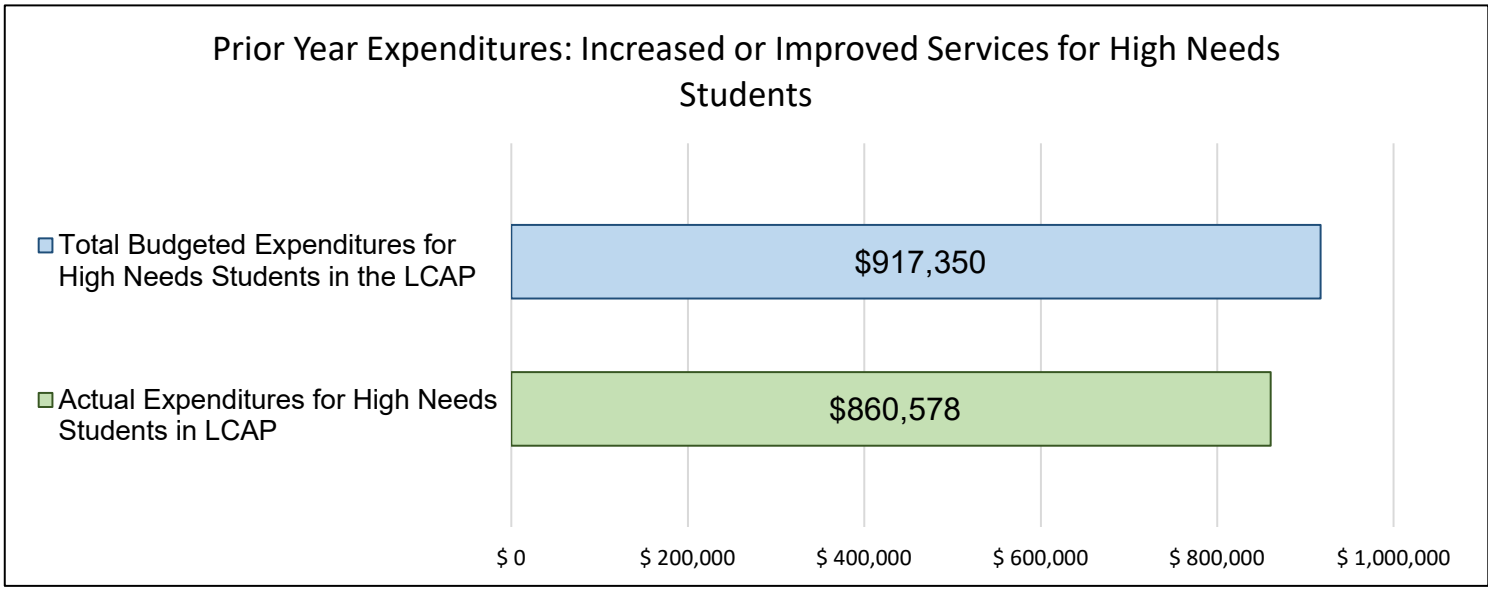
The text description of the above chart is as follows: e3 Civic High plans to spend $7,195,660.12 for the 2026-27 school year. Of that amount, $4,688,789.00 is tied to actions/services in the LCAP and $2,506,871.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, e3 Civic High is projecting it will receive $860,586.42 based on the enrollment of foster youth, English learner, and low-income students. e3 Civic High must describe how it intends to increase or improve services for high needs students in the LCAP. e3 Civic High plans to spend $865,012.55 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 e3 Civic High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what e3 Civic High 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, e3 Civic High's LCAP budgeted $917,350.09 for planned actions to increase or improve services for high needs students. e3 Civic High actually spent $860,578.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $56,772.09 had the following impact on e3 Civic High's ability to increase or improve services for high needs students:

Due to the school having a lower enrollment, the school received less Supplmental and Concentration Grant funds as well as less expenses. This did not impact the servcies received by the scholars.

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
e3 Civic High School	Dr. Brett Taylor Chief Engagement Officer (CEO)	btyalor@e3civichigh.com (619) 546-0000

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.

e3 Civic High is an Independent Charter School (LEA) authorized by San Diego Unified School District. Families from throughout San Diego County can apply to our school and are enrolled via a lottery selection. e3 Civic High opened in August 2013 in downtown San Diego, located at the new San Diego Central Library. e3 was established through a unique partnership between the San Diego Central Library Foundation, the City of San Diego, and SDUSD with the founding team of e3. The unprecedented co-location of a charter high school within a public library has led to extensive opportunities for collaboration, as both organizations support a mission of lifelong learning and literacy. While the primary focus is on the education of our scholars, this educational model has provided a new design for re-considering urban secondary education as a partnered venture between small high schools and community-based organizations.

We are co-located within the nine-story San Diego Central Public Library. Housed within the urban community known as the East Village in Downtown San Diego, the school exists on two floors, 6 and 7, with approximately 77,000 square feet. The site is an award-winning design with four learning villages that house five studio classrooms each with 21st century technology and design. Collaborative learning spaces are abundant throughout the school.

e3 Civic High is a charter school of choice consisting of a deeply committed community of learners who are passionate about fulfilling our mission and vision despite challenges we face. 12 years after our founding, e3 Civic High continues to be a progressive, innovative, and diverse learning community that re-imagines education into the future.

Our Mission: “To engage, educate and empower our learning community to be caring, passionate lifelong learners and civic leaders prepared

for college, workforce and life."

Our Vision: "We aspire that every student will be College, Workforce and Life ready"

At e3 Civic High, our entire focus is on actualizing our mission to prepare our scholars for college, workforce, and life. The framework for our educational program is presented through the lens of this mission and vision. The e3 Graduate Profile represents the outcome of this mission, preparing graduates who are ready for the 21st century and to excel and lead throughout their lives. The e3 Learning Model is our instructional system to engage, educate, and empower our scholars, ensuring that every learning studio provides the instruction needed to help our scholars develop critical thinking and problem solving skills. The e3 Life Plan gives our scholars a roadmap to the future, equipping them with the tools and skills they will need to achieve their goals. Finally, our program prepares scholars for college, workforce, and life with innovative learning experiences that expand beyond the traditional classroom.

e3 Learning Model:

Engage

- Connections: Scholars collaboratively explore real-world, career, community, and cross-curricular connections related to the day's concepts.
- Curiosity: Scholars participate in inquiry-based activities and collaborative thinking tasks that ignite curiosity and deepen their understanding.
- Community: Scholars cultivate a supportive learning community dedicated to meaningful exploration and the practical application of knowledge.

Educate

- Learning Outcomes: Scholars demonstrate academic growth and learning competency toward curriculum standards and co-created learning outcomes.
- Active Learning: Scholars actively engage with the presented material through inquiry-based and technology-driven guided instruction, demonstrating focus and participation in discussions.
- Critical Skills: Scholars develop critical thinking and problem-solving skills through rigorous learning experiences.

Empower

- Personal Voice: Scholars are empowered to select from a range of innovative activities that reflect their personal voice and choice, allowing them to demonstrate their learning in various ways—individually or collaboratively—through the use of technology, or research-based methods.
- Reflective Practices: Scholars engage in reflective practices to evaluate their growth, solidify their understanding of self and how to apply their skills, all while upholding principles of integrity in demonstrating their mastery and progress.
- Community & Civic Engagement: Scholars apply their learning in real world opportunities that make a positive impact on their communities.

e3 Graduate Profile/Schoolwide Learner Outcomes:

1. Caring and Compassionate Person
- Demonstrates empathy, kindness, and respect toward others.
- Fosters a deep appreciation for diverse perspectives and cultures
- Values and contributes to a culture of caring, inclusion, and belonging for all.
- Cultivates a life of physical and emotional wellness for themselves and others.

2. Passionate Life-Long Learners
- Exhibits curiosity and a desire for knowledge.
- Applies critical thinking and problem-solving skills to explore new ideas.
- Brings creativity and a growth mindset to face challenges.
- Pursues personal growth beyond high school.

3. Empowered Civic Leaders
- Takes initiative and demonstrates leadership in school and community.
- Understands and participates in civic life through the democratic process.
- Engages purposefully in community service.

4. Prepared for College, Workforce, and Life
- Pursues academic excellence in preparation for college and competence in a professional, technical or vocational career.
- Develops skills for success in the workforce, including collaboration, communication, critical thinking, and creativity.
- Recognizes the power of resilience in navigating life's challenges.
- Learns to make healthy choices regarding physical and mental wellbeing.
- Gains financial literacy skills to successfully manage personal finances.
- Builds a network through internships, mentorships, and community engagement to support job placement and foster lifelong relationships.

e3 Life Plan
The following are some key examples of how we are preparing our scholars through high-quality programs, services, and learning opportunities.

PREPARING FOR COLLEGE:

-A-G Aligned Core Academic Offerings for All Students
-AP Course Offerings (11 AP Subject Areas)
-Dual-Enrollment Course Credits (UCSD, San Diego City Colleges, Point Loma University)
-UCSD Chancellor's Associates Scholarship Program
-PSAT (Onsite testing and School-paid Exams)
-Credit Recovery (Naviance, Edgenuity)

-College Prep Course (12th, Seniors)
-Reality Changers Program
-Computer Science CTE Pathway (Exploring CS + AP CS)
-Robotics Program
-Competency-Based Summer School (2-3 Weeks)
-2 Full-Time College/Career Counselors (1:200 ratio)

PREPARING FOR WORKFORCE:

-Workforce Development Course (CTE)
-Work Internships in San Diego County (100s of partners)
-Design Thinking Skills/Advisory Program (9-12) & Curriculum
--9th - Robotics
--10th - Outdoor Outreach
--11th - Project Invent
--12th - Internships/College Prep
-CTE Pathways 274, 241, and 111
-Project Invent (11th)
-DT Capstone in 'INCubatoredu' (11-12th)
-Career Speakers and Career Shadowing Programs
-Mock Interviews with HR Professionals & Managers
-Mock Trial with SD Courthouse

PREPARING FOR LIFE:

-Socio-Emotional Learning Curriculum - e3 implementation
-Summer Bridge (9th, Onboarding e3 Way Program)
-(2) Onsite Full-Time Clinical Counselors (ALPCC)
-Financial Literacy (Bank accounts, Fico scores, credit, student loans)
-Civic Service Day (schoolwide)
-Athletics and Extracurricular Clubs
-Student Leadership (e3 Ambassadors, ASB)

Reflections: Annual Performance

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

e3 Civic High's mission is to engage, educate, and empower our learning community to be caring, passionate, life-long learners and civic leaders prepared for college, workforce, and life. In order to prepare our scholars, e3 is committed to improving outcomes for life beyond

graduation. Several indicators on the California Dashboard reflect e3's focus on graduation, internships, college preparation, and our new Career and Technical Education pathways.

These include:

1. The Graduation Rate
The 2025 California Dashboard showed that e3 Civic High achieved a "Very High" Blue Band with a 96.1% graduated exceeding the statewide average of 87.8%. This includes a the blue band for the Hispanic and Socioeconomically Disadvantaged subgroups. The growth in this area has been substantial over the past three years as e3 Civic High moved from a Yellow Band in 2023 to a Green Band in 2024 to a Blue Band in 2025. e3 Civic High's graduation rate performance has remained consistently strong over time, with annual rates holding above 94% since 2019, including a peak of 97.9% in 2022. These outcomes underscore the school's effective systems of support, credit recovery interventions, and personalized graduation planning, ensuring that all students—regardless of background—graduate ready for college, career, and civic life.

2. College and Career Readiness
The College and Career Readiness indicator on the California Dashboard measures student readiness for postsecondary success. e3 Civic High activities like student internships and Career and Technical Education pathways support this measure. The 2025 California Dashboard revealed that e3 Civic High achieved a "Very High" Blue Band with 75% of students prepared compared to a statewide average of 51%. Hispanic and Socioeconomically Disadvantaged subgroups also achieved the Blue Band. This demonstrated a three year improvement from the 2023 Yellow Band and the 2024 Green Band. e3 Civic High has recently been asked to address a national conference for charter school authorizers on how we have been able to prepare students in these areas as a small charter school

Despite the successes in this realm, our team is not satisfied with our efforts in this area. We working to fully implement the e3 Life Plan to ensure that every scholar leaves e3 prepared for college, workforce, and life far more deeply than is measured by the College and Career Readiness indicator. To that end, we have added Action Steps 1.7 and 2.6 to improve mindsets and experiences for our learning facilitators and scholars and expand our college and career readiness more fully as a 9-12 grade program instead of focused only on our senior class.

The following is an overview of e3 Civic High's overall performance progress on 2025 California Dashboard and accompanied movement in color bands.

1. Suspension Rate from Orange to Yellow Band (+1 band in growth)
2. Graduation Rate from Green to Blue Band (+1 band in growth)
3. College/Career from Green to Blue Band (+1 band in growth)

Academic Performance

ELA and Math Performance Analysis

According to the 2025 California School Dashboard, e3 Civic High 11th graders did not perform as well in English Language Arts (ELA) or in Math as the cohort from the year before. This class demonstrated a Red Band performance with 46.4 points below the standard in ELA and

129.1 points below the standard in Math both significantly below statewide averages and a decrease from Orange Bands in both subject areas for last years cohort. Numbers below demonstrate that the number of students who met or exceeded standards fell to levels of 2022-2023 after an improved 2023-2204.

Three-Year CAASPP Results 2023 to 2025 (% Met or Exceeded)

2024-2025
ELA 35.72%
Math 12.37%

2023-24
ELA 47.43%
Math 20.51%

2022-23
ELA 36.59%
Math 7.14%

While these outcomes were concerning, they do reflect outcomes for one grade level from the 2024-2025 school year. School-wide local indicator outcomes, measured by from NWEA MAP Growth RIT levels and Achieve 3000 Lexile levels show better growth across the school in 2025-2026. Winter data demonstrated that all grade levels in both ELA and Math are on track to conclude the year with RIT growth to exceed 1.5 (Years) and Lexile levels are also trending to growth across all grade levels. All this data taken together reveals a great need to continue performance and growth in ELA and Math, but also some signs that newly instituted measures are having an impact.

Goal 1 of our LCAP is about creating an innovative way to support student learning in these areas. During the 2023-2024 school year, the e3 team designed and prototyped a new Learning Model focused on defining how to Engage, Educate, and Empower every scholar in every learning studio and building on e3 instructional successes over the years, like design thinking. Instructional coaches were hired to help design and support the new Learning Model. The first year of implementation for the Learning Model was 2024-2025 and the 2025-2026 school year marks the second year of implementation with continued improvement. Reflecting on the current data, the focus on Goal 1 will be continued work in professional development, coaching, lesson design, and feedback and observation. These actions (all action steps in Goal 1) and an improved monitoring of data from local indicators should lead to improved outcomes for Math and ELA in the 2026 and 2027 CA Dashboard, as well as continued growth in our local indicators.

English Learner Progress Analysis

The 2025 California Dashboard reported that 46.5% of e3 Civic High EL students making progress, an increase of 2.2% from the previous year. This was an Orange Band, two bands below the Green Band from 2024. This also represented .1% better performance than the state average. Long-Term English Learners (LTELs) performed at the Yellow Band with 49.1 making progress. Currently, e3 Civic High English Learners are progressing at the same rate as the state average. This is a plateau from recent year growth. e3 Civic High has started

increasing ELD PD for all learning facilitators to incorporate more ELD supports in every learning studio. We will continue to improve our supports for English Leaners to help more scholars progress.

Design Thinking Local Measures Data

The analysis of our local data highlights the success of e3 Civic High's Design Thinking program in nurturing scholars' 21st-century skills such as collaboration, creativity, critical thinking, communication, and innovation. Notably, our program has led to the formation of high-quality teams that have achieved recognition and awards both locally and nationally. Four different design thinking teams won awards for their projects and pitches in 2025-2026. To ensure continued success, we remain dedicated to training and developing all Learning Facilitators in the Design Thinking approach through workshops and refresher courses. This commitment underscores our belief in the transformative power of Design Thinking in shaping the educational experience and fostering student achievement.

Summary of Strengths and Areas of Growth

Our overall analysis reveals successes in graduating scholars and preparing them college, workforce, and life, as well as areas to improve specifically focus on academic performance in ELA and Math and specific needs for overall performance for our English learners and SPED scholars. Through our actualization of our mission plan, we continue to address all of these areas. The e3 Life Plan and the e3 Graduate Profile support the college, workforce, and life readiness. The e3 Learning Model ensures that all scholars will improve in ELA and Math and English leaners and SPED scholars will receive the supports they need. Additionally, our MTSS system continues to meet the academic and social emotional needs of every e3 scholar. Our analysis demonstrates that we have the right plan in place. The goals set forth in this LCAP will have a positive impact on our scholars as we continue to better implement these action steps.

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

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

This school year, the faculty and staff of e3 Civic High and our educational partners including our families and students were purposely involved in the collaborative process of developing the LCAP. This has included the use of surveys (parents, students), interviews, and in-person meetings via School Site Council (SSC), English Language Advisory Committee (D/ELAC), All-Staff and Department Meetings, various LCAP focus and home groups, Cabinet Meetings and Board Retreats. Additionally, we have been awarded and funded as a California Community School Partnership Program (CCSPP) LEA, which has energized our efforts and ability to enlarge our stakeholders' and educational partners' input. As a result, our CCSPP Steering Committee which meets regularly continues to advise and provide input on e3 Civic High's LCAP/WASC plans and goals through the lens of a Community School's Framework. This year, we conducted a Community School Needs Assessment which included a survey to parents and scholars and empathy interviews with our staff. Lastly, as we do each Spring, this year we sent out the 2025 "Staff, Parent, and Scholar Satisfaction Survey" (i.e., Climate Survey). We had over 255 respondents across staff, parent, and scholar groups. The data and feedback was instrumental in guiding our analysis of our LCAP goals, actions, and strategies, as well as in preparing for our 2025 Local Indicators Report.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	INNOVATIVE INSTRUCTIONAL PROGRAM: Create and implement a learning model in every classroom using Design Thinking that develops critical thinking, engages scholar interest, represents scholar voice, integrates technology and real world activities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

e3 Civic High seeks to offer a unique and engaging educational experience that goes beyond traditional teaching methods. By implementing a learning model based on Design Thinking in every classroom, e3 aims to foster critical thinking skills, maintain scholar engagement, and incorporate our perspectives into the learning process. Additionally, integrating technology and real-world activities aligns with preparing students for modern challenges and future career opportunities. This goal reflects our commitment to innovation and student-centered learning approaches, distinguishing e3 as a leader in educational practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of instructional planning through e3 Learning Model supports and templates	TBD	100% consistency based on review of collected Google lesson plans/lesson designs submitted in the e3 curriculum Google Drive (i.e., e3 Staff Portal).	100% consistency based on review of lesson plans	100% of instructional planning through e3 Learning Model supports and templates	On track

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	80% of instruction in e3 Learning Model as observed in walkthroughs	TBD	85% consistency based on iWalk and other learning walk observational data.	80% consistency based on iWalk and other learning walk observational data.	100% of instruction in e3 Learning Model as observed in walkthroughs	On Track
1.3	70% of PLCs focused on the e3 Learning Model	TBD	70% of PLCs time was dedicated to work around the e3 Learning Model.	75% of PLCs time was dedicated to work around the e3 Learning Model.	80% of PLCs focused on the e3 Learning Model	On Track

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.

The e3 learning model was rolled out successfully in 2024-25. First, there was an initial process of engaging in the conceptual development of the learning model that took place in early 2024 with a cross-section of learning facilitators, the CEO, and the learning model coaches. This included piloting the e3 learning model with three learning facilitators. After the implementation cycle, iteration, and analysis, in 2024-25, the school administration team including the Principal, APs, and coaches led a full rollout of the e3 learning model in all classroom studios. This included systematic PDs on what it means to Engage, Educate, and Empower in the learning environment. The training and hands-on learning sessions, coupled with the personalized work of Deans and Coaches with LFs, yielded positive student outcomes tied to academics, behavior, social-emotional learning, and college and career preparedness. Furthermore, the school administration, human resources, and department leads worked together to revamp the evaluation system to better align with the new e3 learning model of Engage, Educate, and Empower.

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 budgeted expenditures and estimated actual expenditures and the planned percentages of improved services and estimated actual percentages of improved services were in line for 2025-26.

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

In 2025-26, the actions 1.1, 1.2, 1.3, 1.4, and 1.5 were effective in making progress towards goal 1. As such, we will continue with refinement of implementation for 2026-27.

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.

For 2026-2027 we have added Action Step 1.6 Learning Facilitator Life Plan Mindset- Create experiences and professional development to ensure Learning Facilitators gain an understanding of the Life Plan and how to incoporate college, workforce, and life into every learning studio, in accordance with the Strategic Plan set forth by the Board of Directors.

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	Instructional Resources for Learning Model	Design scope and sequence\unit plan\lesson design templates and learning resources to support learning facilitator instructional planning within the learning model.	$216,258.40	No
1.2	Coaching Model	Design and implement a coaching model that supports instruction within the learning model.	$126,519.25	No
1.3	Professional Development on Learning Model	Design and deliver professional development that supports instructional improvement within the learning model.	$5,005.00	No
1.4	Department Leads & PLCs	Build support structures through department leads and professional learning communities to support instructional growth within the learning model.		Yes
1.5	e3 Aligned Evaluation System	Design and implement an evaluation system that aligns with the learning model.	$0.00	No
1.6	Learning Facilitator Life Plan Mindset	Create experiences and professional development to ensure Learning Facilitators gain an understanding of the Life Plan and how to incoporate college, workforce, and life into every learning studio.	$155,170.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	COMMUNITY SCHOOL: Utilize e3 resources and outside partnerships (library, community organizations, local businesses) to support scholar wellness and success and engage families with e3 and community resources.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

e3 Civic High aims to create a holistic educational environment that extends beyond the classroom. By adopting a community school approach, we seek to leverage our resources and external partnerships, such as with the SD Library, community organizations, and local businesses, to support scholar well-being and academic success. This goal reflects our commitment to addressing the diverse needs of scholars and their families by providing access to various support services, enrichment opportunities, and community resources. By actively engaging families with the school and community resources, e3 fosters a sense of belonging and collaboration, ultimately contributing to scholar success and overall community well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase parent participation by 20% across all engagement opportunities	550 parents participated in events in 2023-2024	In 2024-25, held 35 diverse events throughout the year with a total of 795 participants with an average of 23 participants per event.	In 2025-26, held 42 diverse events throughout the year with a total of 1102 participants with an average of 27 participants per event.	Increase parent participation by 30% across all engagement opportunities (from baseline year)	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase scholar access to partner mentorships/experiences /internships by 20%	71 scholars engaged in partner Internships/Mentorships.	72 scholars engaged in partner Internships/Mentorships.	83 scholars engaged in partner Internships/Mentorships	Increase scholar access to partner mentorships/experiences/internships by 30% (from baseline year)	17% increase
2.3	By end of the school year, 100% of scholars will have an initial Life Plan prepared	Baseline percent TBD at EOY in 2025-2026	Life Plan was introduced to Board, Staff, and Scholars at the end of 2024-25 school year. It will be developed and rolled out starting 25-26.	Life Plan process still being developed. Will be implemented with 9th grade student in 26-27.	100% of 9th grade scholars will have an initial Life Plan and at least 90% of scholars will have an e3 Life Plan that meets or exceeds expectations per a rubric criteria.	Implementation not started

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.

In 2025-26, we experienced success with carrying out goal 2. This Community Schools team is working closely with our CEO, Principal, school administrators, learning facilitators, and support staff to align our improvement practices schoolwide to the California Community School Framework, Four Pillars, and 9 Capacity Building Strategies. Education partners including parents, scholars, community members and business leaders have been re-engaged through the Community Schools Steering Committee and through expanded opportunities to volunteer and contribute to e3 Civic High. Percentage of increase in parent participation has been susbstantial.

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 budgeted expenditures and estimated actual expenditures and the planned percentages of improved services and estimated actual percentages of improved services were in line for 2025-26.

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

In 2025-26, the actions 2.1, 2.2, 2.3, and 2.4 were effective in making progress towards goal 2. As such, we will continue with refinement of implementation for 2026-27.

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.

For 2026-2027, we added Action Step 2.6 e3 Scholar Experiences, Create scholar experiences that connect to community Life Plan outcomes in college, workforce, and life, in accordance with the Strategic Plan set forth by the Board of Directors.

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	3-Tiered Wellness Program	Design a three-tiered wellness system that ensures all scholars have access to necessary support services and social emotional learning.	$181,090.19	No
2.2	Library Partnership	Create a partnership with the library that increases scholar engagement and learning during and after the instructional day.		No
2.3	Scholar-Family Access to Resources	Design systems that give families and scholars access to community resources and support through communication, collaboration, and action.	$500.00	No
2.4	Internships, Mentorships & Industry Connections	Create a system that increases opportunities for all scholars to engage with the community through internships, mentorships, networking, and industry expert connections.	$1,105.74	Yes
2.5	e3 Life Plan	Create a system that enables scholars to design and improve a "Life Plan" throughout their four years at e3.		No
2.6	e3 Scholar Experiences	Create scholar experiences that connect to community Life Plan outcomes in college, workforce, and life.	$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCHOLAR ENGAGEMENT: Design scholar engagement unique to e3 fueled by scholar voice that provides mentorship, professional skills, and school belonging/connection for all scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

e3 Civic High aims to prioritize scholar engagement as a cornerstone of its educational approach. By designing scholar engagement initiatives fueled by scholar voice, we seek to create a learning environment where students feel empowered and valued. Providing mentorship and opportunities to develop professional skills not only enhances academic growth but also prepares scholars for future success beyond high school. Additionally, fostering a sense of school belonging and connection among all scholars contributes to a positive school culture and supports overall student well-being at e3. This goal reflects the e3's commitment to personalized learning experiences that cater to the unique needs and interests of each scholar, ultimately fostering a thriving and inclusive school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase Average Daily Attendance (ADA) to 93%	89.5% in 2023-24	ADA improved by 3.72% to 93.22% ADA	ADA improved to 94.3%	Increase Average Daily Attendance (ADA) to 94%	4.8% increase
3.2	Improve scholar enrollment retention by 20%	42 drops/turnover in 2023-24.	30 drops/turnover in 2024-25; this represents an improvement of 26.4% reduction in student loss from previous year.	24 drops/turnover in 2025-26, this represents an improvement of 20% reduction in student loss from previous year.	Improve scholar enrollment retention by 40% (from baseline year)	42.9% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Decrease suspension/expulsion rate by 20%	8.6% suspended at least one day in 2023 (red band in CA Dashboard)	9.5% suspended at least one day in 2024 (but improved overall to orange band in CA Dashboard)	7.4% suspended at least one day in 2025-2026 (improved to yellow band in CA Dashboard)	Decrease suspension/expulsion rate by 20% (from baseline year)	1.2% improvement and 1 band improvement on CA Dashboard
3.4	Increase enrollment by 5% annually	Enrollment was 373 on census day 2024	Enrollment decreased by 3.48% from 373 to 360	Enrollment decreased by 2.7% from 360 to 350.	Increase enrollment to 400 scholars schoolwide	Enrollment decrease of 6.2%

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.

This goal was carried out as intended in 2025-26. Through the support of our Scholar Engagement and Activities Specialist, under the Community Schools Department, we have been able to increase access for scholars to in and out-of-school learning and enrichment opportunities. These include extramural sports such as co-ed volleyball and soccer, which our scholars are thoroughly enjoying. e3 has been verified for CIF in 2026-2027. Additionally, through implementation of the e3 learning model, learning engagement in and out of classroom studios has been increased through extended peer collaboration, meaningful curricular connections to relevant and real-world topics and projects, and extension activities that are culturally relevant and responsive.

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 budgeted expenditures and estimated actual expenditures and the planned percentages of improved services and estimated actual percentages of improved services were in line for 2025-2026.

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

In 2025-26, the actions 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 were effective in making progress towards goal 3. As such, we will continue with refinement of implementation for 2026-27.

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.

For 2026-2027 we added Action Step 3.7 Alumni Engagement, Create a platform for alumni engagement and connect graduating seniors to the platform. This was in accordance with the strategic plan set forth by the Board of Directors.

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	Instruction within Learning Model	Design daily instruction that is engaging, collaborative, and through the learning model.		No
3.2	Lunch and After School Programs	Design lunch and after school programs that engage scholars.	$174,311.74	No
3.3	Athletics, Activities, and Clubs	Build robust and diverse athletics, activities, and clubs programs.	$25,097.09	Yes
3.4	Engaging the Disengaged and Chronically Absent	Design and implement a system of scholar connection and support for disengaged scholars who are chronically absent and/or behaviorally challenged (e.g. suspensions/expulsions).	$121,641.50	Yes
3.5	Communication System	Create a system of communication for scholars and families to share excitement around activities and success of e3 scholars and the school.	$3,684.95	No
3.6	Enhanced Feedback Loop System for Scholars	Build a feedback loop system to collect frequent and consistent feedback from scholars on all aspects of the e3 experience.	$6,634.41	No
3.7	Alumni Engagement	Create a platform for alumni engagement and connect graduating seniors to the platform.	$109,755.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SCHOLAR LEARNING: Motivate growth and learning in content knowledge and mastery and support scholar learning at their current levels through relevant, real world learning opportunities connected to college and career outcomes that support scholar ownership and provide opportunities for differentiated interventions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

e3 Civic High aims to prioritize scholar learning and growth through a multifaceted approach. By focusing on motivating scholars to excel in content knowledge and mastery, we seek to instill a passion for learning and academic achievement. Providing relevant, real-world learning opportunities connected to college and career outcomes not only enhances scholar engagement but also prepares them for future success beyond high school. Additionally, supporting scholar learning at their current levels and offering differentiated interventions cater to individual scholar needs, ensuring that all scholars have the opportunity to succeed. This goal reflects e3's commitment to providing a comprehensive and scholar-centered education that empowers scholars to take ownership of their learning journey and achieve their academic and career goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase California Assessment of Student Performance and Progress (CAASPP) scores in ELA, mathematics, and	In 2023-24, 10% growth in ELA; 13% growth in mathematics; and 7% growth in science	In 2024-2025, CAASPP data regressed in all ares. There was no growth from the	TBD in Fall of 2026	Increase California Assessment of Student Performance and Progress (CAASPP) scores	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	science by 7% respectively		2023-2024 school year.		in ELA, mathematics, and science by 7% (annually)	
4.2	Improve annual MAP growth by 2.0 RIT* (change from 1.5 RIT) on average by grade level in Reading, Language, Mathematics, and Science	In 2023-24, scholars on average improved by the following RIT scores : -4.0 (Reading), +1.66 (Language), +1.25 (Mathematics), and +1.66 (Science).	Exceeded +2.0 in all grade levels and subjects except 12th grade (all subjects) and 11th grade Reading.	TBD in Fall of 2026	Improve annual MAP growth by 2.0 RIT* (change from 1.5 RIT) on average by grade level in Reading, Language, Mathematics, and Science (annually)	TBD
4.3	Increase the graduation rate to 100%	94.7% graduation rate in 2023	94.8% graduate rate in 2024; rate for 2025 TBD in July 2025	96.1% graduate rate in 2025; rate for 2026 TBD in July 2026	Sustain the graduation rate at 100%	1.4% Increase
4.4	*Revised for 2025-26: "At least 80% of English Learners will demonstrate growth of at least 1 level on Summative ELPAC; At least 80% of scholars with an overall score of 4 on Summative ELPAC will reclassify." [Previous metric: Increase the reclassification rate of English Learners (ELs) by 10%]	22 scholars reclassified in 2023-24, representing 18.97% of EL population and 70.97% of qualified scholars who scored a 4.	15 scholars reclassified in 2024-25, representing 15% of EL population and 93.75% of qualified scholars who scored a 4.	13 scholars reclassified in 2024-25, representing 15% of EL population and 92.86% of qualified scholars who scored a 4.	Increase the reclassification rate of English Learners (ELs) by 10%	22% increase of potential reclassifications
4.5	Ensure ELs (including LTELs) and scholars with disabilities are making annual progress	On 2023 CA Dashboard for ELA - ELs: 43.8% making progress	On 2024 CA Dashboard for ELA - ELs & LTELs: 48.7% making	On 2025 CA Dashboard for ELA- ELs & LTELs: 46.5%	80% of subgroup is making improvement on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in ELA as measured by a 5% increase on CA Dashboard for ELA. (Previously, using individual growth plans as measured by 80% of respective subgroup making improvement on their rubric.)	towards EL proficiency (Orange band)	progress towards EL proficiency (Green band)	making process towards EL proficiency (Orange band)	their Individual Growth Plan rubric	

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.

The goal was carried out as intended in 2025-26. We are proud that the concerted efforts of learning facilitators, coaches, administration, support staff, educational partners yielded the fruit of tremendous academic gains as evidenced by CAASPP results of double-digit percentage growth in ELA and Mathematics. We also tightened our protocols around the administration of MAPs testing in order to both meet participation rates of 95% and above and to demonstrate a suitable testing environment.

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 budgeted expenditures and estimated actual expenditures and the planned percentages of improved services and estimated actual percentages of improved services were in line for 2025-26.

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

In 2025-26, the actions 4.2, 4.3, 4.4, and 4.5 were effective in making progress towards goal 4. 4.1 will depend on the 2026 dashboard. As such, we will continue with refinement of implementation for 2025-26.

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 were made to Goal 4 for 2026-2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Scholar Learning in Core Subjects	Build systems and supports that improve scholar learning in core subject areas, with an emphasis on reading, writing, and math.	$1,703,433.45	No
4.2	ELs, LTELs, SPED, and Subgroups	Create systems that support and monitor English learners (with a focus on long-term English learners), scholars with special needs, and all scholars in need of differentiated support and instruction to make growth and access grade level instruction.	$940,353.85	No Yes
4.3	Scholar Preparation for Graduation, College & Career	Create systems that support scholar plans toward graduation and college and career preparation through scholar progress tracking, planning, test preparation, course preparation, and career competencies.	$25,875.00	No
4.4	Partnerships & Access to Workforce and College Experiences	Build systems that create partnerships and opportunities for access to workforce and college experiences, courses, and certifications in high school.	$400,861.95	Yes
4.5	Math Instructional Advisors	Create an intervention support system with math instructional advisors.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	EMPLOYEE EXPERIENCE: Build trust and excitement among staff through collaboration, empowering leadership opportunities, relevant professional development, quality feedback, and celebrating success and growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

e3 Civic High recognizes the pivotal role that staff members play in creating a positive and effective learning environment. By prioritizing the employee experience, we aim to foster a culture of trust, collaboration, and enthusiasm among staff. Offering empowering leadership opportunities allows staff members to contribute to decision-making processes and feel valued within the e3 school community. Providing relevant professional development opportunities ensures that staff members are equipped with the necessary skills and knowledge to excel in their roles. Additionally, offering quality feedback and celebrating success and growth reinforces a culture of continuous improvement and recognition within e3. This goal reflects the e3's commitment to investing in our staff members and creating a supportive work environment where employees feel motivated, valued, and empowered to achieve excellence in their roles.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Improve employee satisfaction by 30% in surveys	45% would recommend	69% of staff said they would recommend e3 Civic High in 2025	82% of staff said they would recommend e3 Civic High in 2026	Improve employee satisfaction by 30% in surveys (from baseline year)	37% increase
5.2	Increase feedback opportunities for employees by 50%	4 Opportunities throughout the year	38% of staff felt that the school encourages	Added 1:1 s with CEO, empathy interviews with admin, and	Increase feedback opportunities for employees by 50%	50% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			feedback and open dialogue	multiple PD surveys	(from baseline year)	
5.3	Increase usage of organizational management system up to 50% of our processes	10 Cariina Forms	*New Goal for 2025-26	Over 80 Cariina forms being used regularly.	Back office staff will use Cariina for a majority of forms and input/data collection processes	700% Increase-exceeding 50% of all processes

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.

The goal was carried out as intended in 2025-26. One optimization we made with respect to our internal communication and feedback loop system with staff was to adopt a new software system called Cariina. It allows us to enhance and streamline our communication and input forms in one place, collecting valuable data as well that we can use for strategic decision-making. We made it a habit to send out surveys after training and professional development sessions. This information is feedback we are using to improve the quality of our offerings to staff.

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 budgeted expenditures and estimated actual expenditures and the planned percentages of improved services and estimated actual percentages of improved services were in line for 2025-26.

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

In 2025-26, the actions 5.1, 5.2, 5.3, and 5.4 were effective in making progress towards goal 5. As such, we will continue with refinement of implementation for 2026-27.

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 this goal in 26-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staff Development for Professional Growth	Design system of staff development that improves staff effectiveness and self growth.	$28,411.14	No
5.2	Training Connected to On-the-Job Needs	Create professional development that is relevant and connects with the needs and job duties of all staff.	$28,924.00	No
5.3	System of Celebration that Inspires Staff	Design and implement a system of celebrating success that inspires staff.	$383,740.59	No
5.4	Enhanced Feedback Loop System for Staff	Build a feedback loop system to collect frequent and consistent feedback from staff on all aspects of the e3 experience and operational efficiency.	$40,415.26	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
$914,663	$37,830

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
19.984%	0.000%	$0.00	19.984%

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
1.4	**Action:** Department Leads & PLCs **Need:** Additional and supplemental learning materials and resources. **Scope:**	Provide enriching supplemental learning, content, and/or curricular resources for department leads to provide to the team based on prioritized and differentiated scholar needs.	A list of materials provided as supplemental to departments with the designated desired outcome detailed of using those materials with follow-up anecdotal notes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.4	**Action:** Internships, Mentorships & Industry Connections **Need:** Our English learners, low-income and foster scholars have limited access to internships and work-based learning opportunities. **Scope:** LEA-wide Schoolwide	Funding a workforce staff member to specifically create equitable conditions and access to our English learners, low-income and foster youth for internships, work-based learning opportunities, partnerships, design thinking learning opportunities, and simulated work environments.	Number of internships, partnerships, and work-based learning opportunities including year-over-year quality and quantity improvements.
3.3	**Action:** Athletics, Activities, and Clubs **Need:** Access to additional hands-on and experiential enrichment learning opportunities that compliment the e3 learning model. **Scope:** LEA-wide Schoolwide	UCSD Challenge Course provides our "at promise" including low-income scholars with additional team building and outdoor learning activities and experiences that develop soft skills and life skills required for post-secondary readiness.	Enrollment and attendance in clubs, athletics, and scholar satisfaction survey results.
3.4	**Action:** Engaging the Disengaged and Chronically Absent **Need:** Current e3 way activities, programs and clubs are meeting the needs of the scholars who are	The Scholar Engagement and Activities Specialist will work schoolwide to develop personalized relationships and programs that address our unduplicated pupils' needs through special activities, clubs, athletics, and ADA intervention programs. This resource will be dedicated to this sole purpose of engaging the disengaged.	Increased ADA, scholar participation in school events, clubs, activities, and athletics. Decrease in suspensions/expulsions.

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
	already engaged, but the disengaged - i.e. the chronically absent, low-performing, and inactive scholars -- are not being reached by our current initiatives. Our staff such as Assistant Principals who create engagement activities and programs are stretched by other duties and responsibilities and lack the time to dig deeper into fostering the relationships and programs that would raise up our unduplicated scholars. **Scope:** LEA-wide Schoolwide		
4.4	**Action:** Partnerships & Access to Workforce and College Experiences **Need:** English Learners, Foster Youth, and Low-Income scholars need greater access to college and career preparation services, programs, and personnel support. **Scope:** LEA-wide Schoolwide	Provision of two additional counselors to provide personalized college and career guidance, assistance, coaching, and mentoring, in addition to bringing in related partner programs and services.	Increase in CCI Preparedness on the CA Dashboard for Targeted Student Subgroups.

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
4.2	**Action:** ELs, LTELs, SPED, and Subgroups **Need:** Our English Learners, SPED, and low income scholars are performing below their peers in academics across all areas. **Scope:** Limited to Unduplicated Student Group(s)	We are dedicating a Dean of Scholar Support to be the primary administrator overseeing all English Learner programs and EL Reclassification. Our paraprofessionals work schoolwide to push into studios to work with our struggling unduplicated scholars alongside our SPED scholars in small groups and one-on-one.	Increased academic performance of ELs, SPED, and low-income scholars as measured by course grades, MAPS scores, and CAASPP scores; increased EL reclassification rates.

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.

Additional concentration grant-add funding identified in the LCAP plan will be used to increase the number e3 staff providing academic intervention support for English Learners, low-income, foster youth and SPED. We have identified mathematics as an area of concern and need and as a result will hire mathematics instructional advisors to push into studios to work with small groups of scholars and one-on-one. Additionally, we have hired two full-time paraprofessionals who will also provide specialized academic instruction and support to the aforementioned subgroups of scholars. One Dean of Instruction and Scholar Support is dedicated to monitoring the progress of English Learners and working with parents and the greater community on accountability and intervention measures. Our Scholar Engagement and Activities Specialist will work to engage the disengaged through lunch and after school programs and activities, clubs, and athletics -- in addition to creating interventions at the tier 1, 2, and 3 levels focusing on improving ADA, which local data shows is highly correlated with our foster youth, ELs, and low-income scholar population.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:175
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:10

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,422,449	$ 860,586	19.460%	0.000%	19.460%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,970,570	$ 1,329,224	$ 80,000	$ 308,995	$ 4,688,788.51	$ 3,975,862	$ 712,927

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	Instructional Resources for Learning Model	All	No	LEA-wide		e3 Civic High	Ongoing	$ 208,508	$ 7,750	$ -	$ 216,258	$ -	$ -	$ 216,258	0.000%
1	2	Coaching Model	All	No	LEA-wide		e3 Civic High	Ongoing	$ 126,519	$ -	$ 12,060	$ -	$ -	$ 114,459	$ 126,519	0.000%
1	3	Professional Development on Learning Model	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 5,005	$ 5,005	$ -	$ -	$ -	$ 5,005	0.000%
1	4	Department Leads & PLCs	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	5	e3 Aligned Evaluation System	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	6	Learning Facilitator Life Plan Mindset	All	No	LEA-wide		e3 Civic High	Ongoing	$ 94,676	$ 10,000	$ -	$ 104,676	$ -	$ -	$ 104,676	0.000%
1	6	Learning Facilitator Life Plan Mindset	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 50,494	$ -	$ 50,494				$ 50,494	0.000%
2	1	3-Tiered Wellness Program	SPED	No	LEA-wide		e3 Civic High	Ongoing	$ 75,306	$ (0)	$ -	$ 75,306	$ -	$ -	$ 75,306	0.000%
2	1	3-Tiered Wellness Program	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 105,784	$ -	$ 105,784				$ 105,784	0.000%
2	2	Library Partnership	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Scholar-Family Access to Resources	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 500	$ -	$ 500	$ -	$ -	$ 500	0.000%
2	4	Internships, Mentorships & Industry Connections	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 1,106	$ 1,106	$ -	$ -	$ -	$ 1,106	0.000%
2	6	e3 Scholar Experiences	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	1	Instruction within Learning Model	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	2	Lunch and After School Programs	All	No	LEA-wide		e3 Civic High	Ongoing	$ 36,300	$ 138,012	$ 58,344	$ -	$ -	$ 115,968	$ 174,312	0.000%
3	3	Athletics, Activities, and Clubs	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 25,097	$ 25,097	$ -	$ -	$ -	$ 25,097	0.000%
3	4	Engaging the Disengaged and Chronically Absent	All	No	LEA-wide		e3 Civic High	Ongoing	$ 121,642	$ -	$ -	$ 121,642	$ -	$ -	$ 121,642	0.000%
3	5	Communication System	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 3,685	$ 3,685	$ -	$ -	$ -	$ 3,685	0.000%
3	6	Enhanced Feedback Loop System for Scholars	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 6,634	$ 6,634	$ -	$ -	$ -	$ 6,634	0.000%
3	7	Alumni Engagement	All	No	LEA-wide		e3 Civic High	Ongoing	$ 108,255	$ 1,500	$ 109,755	$ -	$ -	$ -	$ 109,755	0.000%
4	1	Scholar Learning in Core Subjects	All	No	LEA-wide		e3 Civic High	Ongoing	$ 1,446,532	$ 106,960	$ 1,381,383	$ 172,109	$ -	$ -	$ 1,553,493	0.000%
4	1	Scholar Learning in Core Subjects	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 147,441	$ 2,500	$ 149,941				$ 149,941	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	All	No	LEA-wide		e3 Civic High	Ongoing	$ 554,859	$ 190,740	$ -	$ 615,719	$ 80,000	$ 49,880	$ 745,599	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 162,090	$ 32,665	$ 194,755				$ 194,755	0.000%

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,422,449	$ 860,586	19.460%	0.000%	19.460%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,970,570	$ 1,329,224	$ 80,000	$ 308,995	$ 4,688,788.51	$ 3,975,862	$ 712,927

4	1	Scholar Learning in Core Subjects	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 147,441	$ 2,500	$ 149,941				$ 149,941	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	All	No	LEA-wide		e3 Civic High	Ongoing	$ 554,859	$ 190,740	$ -	$ 615,719	$ 80,000	$ 49,880	$ 745,599	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 162,090	$ 32,665	$ 194,755				$ 194,755	0.000%
4	3	Scholar Preparation for Graduation, College & Career	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 25,875	$ 17,875	$ 8,000	$ -	$ -	$ 25,875	0.000%
4	4	Partnerships & Access to Workforce and College Experiences	All	No	LEA-wide		e3 Civic High	Ongoing	$ 14,017	$ 27,806	$ 21,717	$ 6,090	$ -	$ 14,017	$ 41,823	0.000%
4	4	Partnerships & Access to Workforce and College Experiences	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing	$ 345,933	$ 13,106	$ 359,039				$ 359,039	0.000%
4	5	Math Instructional Advisors	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	1	Staff Development for Professional Growth	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 28,411	$ 28,411	$ -	$ -	$ -	$ 28,411	0.000%
5	2	Training Connected to On-the-Job Needs	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 23,924	$ 329	$ 8,924	$ -	$ 14,671	$ 23,924	0.000%
5	2	Training Connected to On-the-Job Needs	All	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	Ongoing		$ 5,000	$ 5,000				$ 5,000	0.000%
5	3	System of Celebration that Inspires Staff	All	No	LEA-wide		e3 Civic High	Ongoing	$ 377,505	$ 6,236	$ 383,741	$ -	$ -	$ -	$ 383,741	0.000%
5	4	Enhanced Feedback Loop System for Staff	All	No	LEA-wide		e3 Civic High	Ongoing	$ -	$ 40,415	$ 40,415	$ -	$ -	$ -	$ 40,415	0.000%

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
$ 4,422,449	$ 860,586	19.460%	0.000%	19.460%	$ 865,013	0.000%	19.560%	**Total:**	$ 865,013
								LEA-wide Total:	$ 865,013
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	Learning Facilitator Life Plan Mindset	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 50,494	0.000%
2	1	3-Tiered Wellness Program	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 105,784	0.000%
4	1	Scholar Learning in Core Subjects	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 149,941	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 194,755	0.000%
4	4	Partnerships & Access to Workforce and Co	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 359,039	0.000%
5	2	Training Connected to On-the-Job Needs	Yes	LEA-wide	English Learners and Low-Income	e3 Civic High	$ 5,000	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,231,284.85	$ 4,357,149.33

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	Instructional Resources for Learning Model	No	$ 205,106	$ 210,176
1	2	Coaching Model	No	$ 228,415	$ 125,839
1	3	Professional Development on Learning Model	No	$ 5,005	$ 8,005
1	4	Department Leads & PLCs	Yes	$ 5,000	$ 5,000
1	5	e3 Aligned Evaluation System	No	$ -	$ -
2	1	3-Tiered Wellness Program	No	$ 176,036	$ 182,127
2	2	Library Partnership	No	$ 92,048	$ 92,048
2	3	Scholar-Family Access to Resources	No	$ 500	$ 17,352
2	4	Internships, Mentorships & Industry Connections	No	$ 1,000	$ 1,000
2	4	Internships, Mentorships & Industry Connections	Yes	$ 121,409	$ 138,160
3	1	Instruction within Learning Model	No	$ -	$ -
3	2	Lunch and After School Programs	No	$ -	$ 160,443
3	3	Athletics, Activities, and Clubs	No	$ 1,700	$ 56,112
3	3	Athletics, Activities, and Clubs	Yes	$ 46,000	$ 6,000
3	4	Engaging the Disengaged and Chronically Absent	No	$ 145,722	$ 118,269
3	4	Engaging the Disengaged and Chronically Absent	Yes	$ 136,945	$ 145,638
3	5	Communication System	No	$ -	$ -
3	6	Enhanced Feedback Loop System for Scholars	No	$ 2,500	$ 3,000
4	1	Scholar Learning in Core Subjects	No	$ 1,960,389	$ 1,732,431
4	1	Scholar Learning in Core Subjects	Yes	$ 207,808	$ 353,826
4	2	ELs, LTELs, SPED, and Subgroups	Yes	$ 404,189	$ 476,625
4	3	Scholar Preparation for Graduation, College & Career	No	$ 9,798	$ 25,798
4	4	Partnerships & Access to Workforce and College Experiences	Yes	$ 257,284	$ 252,460
4	5	Math Instructional Advisors	No	$ -	$ -

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,231,284.85	$ 4,357,149.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	1	Staff Development for Professional Growth	No	$ 30,458	$ 34,135
5	2	Training Connected to On-the-Job Needs	No	$ 15,276	$ 24,476
5	2	Training Connected to On-the-Job Needs	Yes	$ 9,724	$ 4,724
5	3	System of Celebration that Inspires Staff	No	$ 135,669	$ 139,669
5	4	Enhanced Feedback Loop System for Staff	No	$ 33,305	$ 43,835
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 807,858	$ 917,350	$ 860,578	$ 56,772	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	4	Department Leads & PLCs	Yes	$ 5,000	$ 5,000.00	0.000%	0.000%
2	4	Internships, Mentorships & Industry Connections	Yes	$ 121,409	$ 138,160.00	0.000%	0.000%
3	3	Athletics, Activities, and Clubs	Yes	$ 46,000	$ 6,000.00	0.000%	0.000%
3	4	Engaging the Disengaged and Chronically Absent	Yes	$ 136,945	$ 145,638.41	0.000%	0.000%
4	1	Scholar Learning in Core Subjects	Yes	$ 207,808	$ 353,825.90	0.000%	0.000%
4	2	ELs, LTELs, SPED, and Subgroups	Yes	$ 133,180	$ 46,987.00	0.000%	0.000%
4	4	Partnerships & Access to Workforce and College Experiences	Yes	$ 257,284	$ 160,242.40	0.000%	0.000%
5	2	Training Connected to On-the-Job Needs	Yes	$ 9,724	$ 4,724.00	0.000%	0.000%

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)
$ 4,099,241	$ 807,858	0.000%	19.708%	$ 860,578	0.000%	20.994%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 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