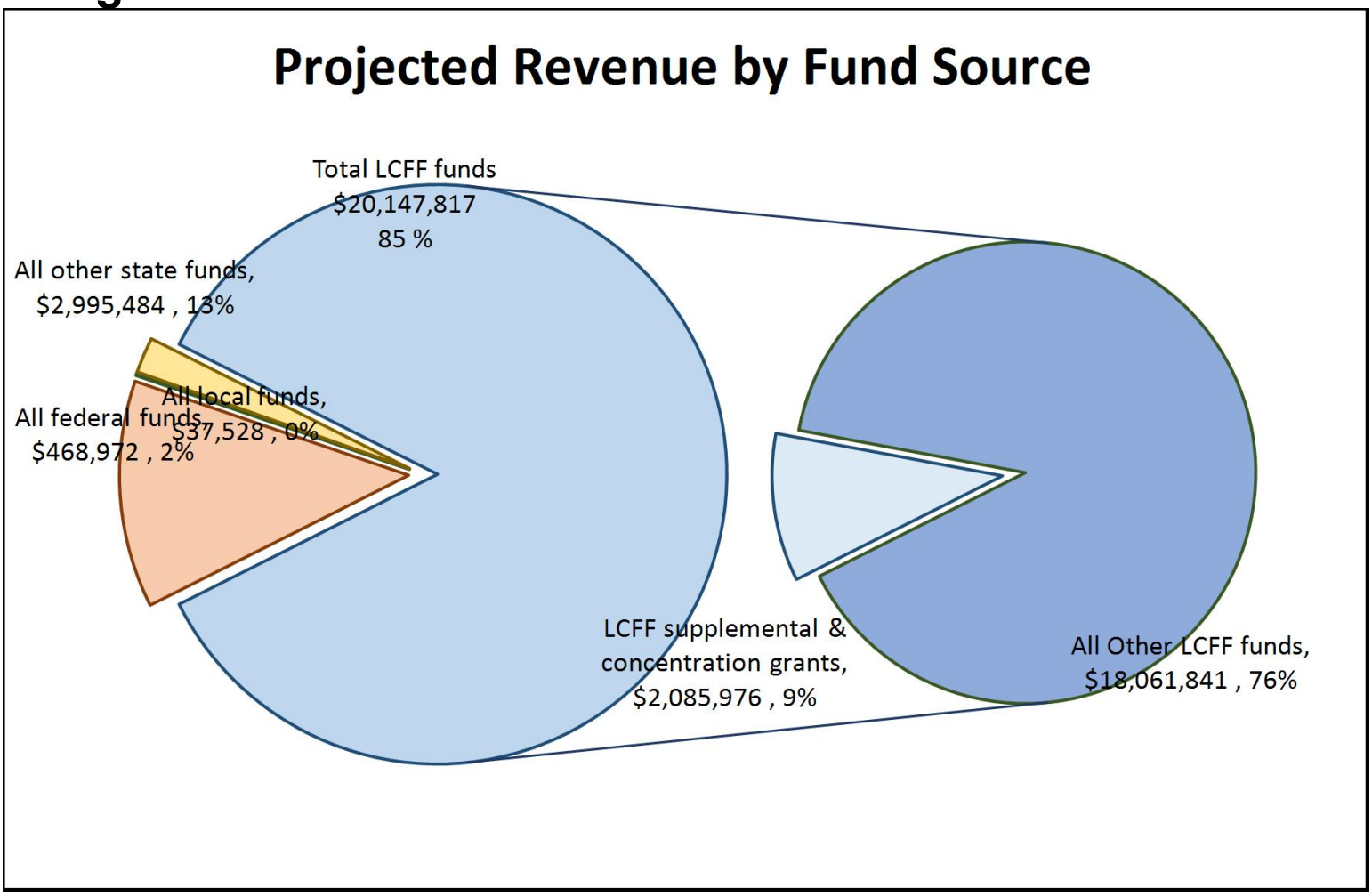
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Lucerne
CDS Code: 36750510136960
School Year: 2025-26
LEA contact information:
Meghan Freeman
CEO
mfreeman@eliteacademic.com
(866) 354-8302 Ext. 703

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

Budget Overview for the 2025-26 School Year

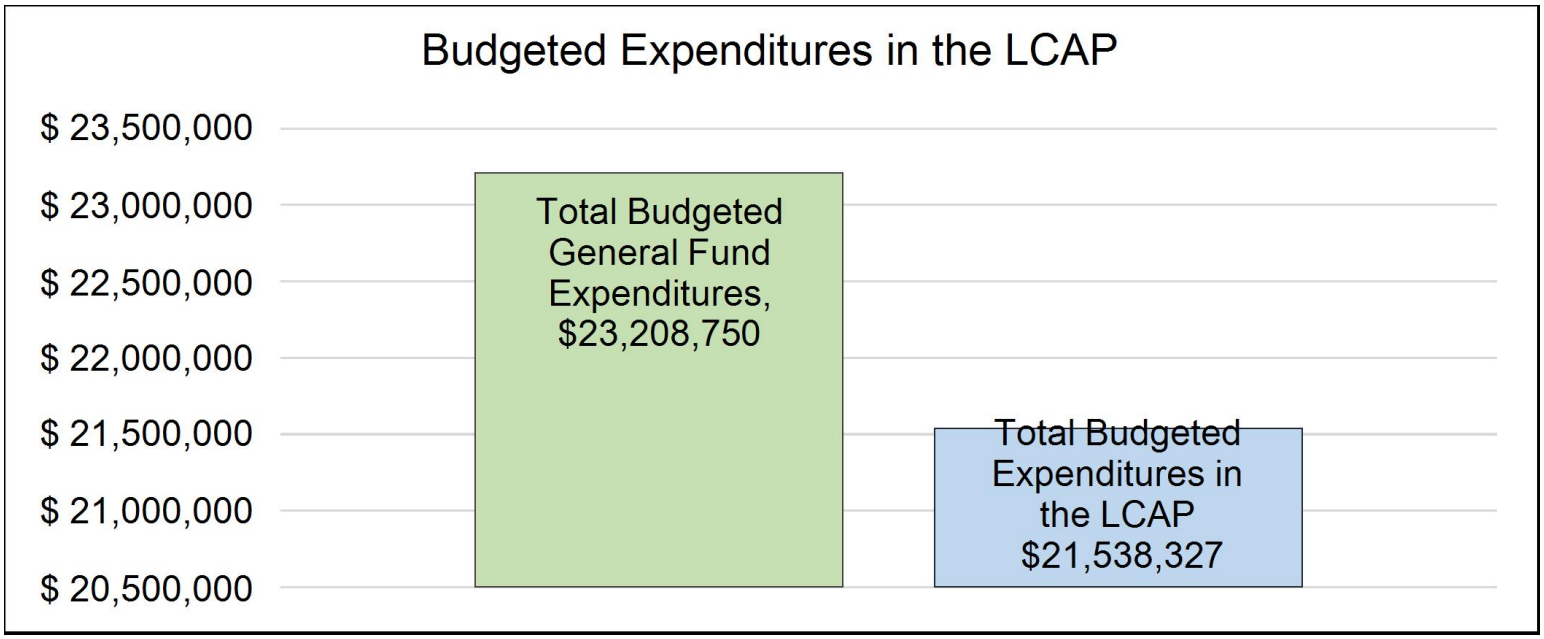


This chart shows the total general purpose revenue Elite Academic Academy-Lucerne expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elite Academic Academy-Lucerne is $23,649,801, of which $20,147,817 is Local Control Funding Formula (LCFF), $2,995,484 is other state funds, $37,528 is local funds, and $468,972 is federal funds. Of the $20,147,817 in LCFF Funds, $2,085,976 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 Elite Academic Academy-Lucerne plans to spend for 2025-26. 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: Elite Academic Academy-Lucerne plans to spend $23,208,750 for the 2025-26 school year. Of that amount, $21,538,327 is tied to actions/services in the LCAP and $1,670,423 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

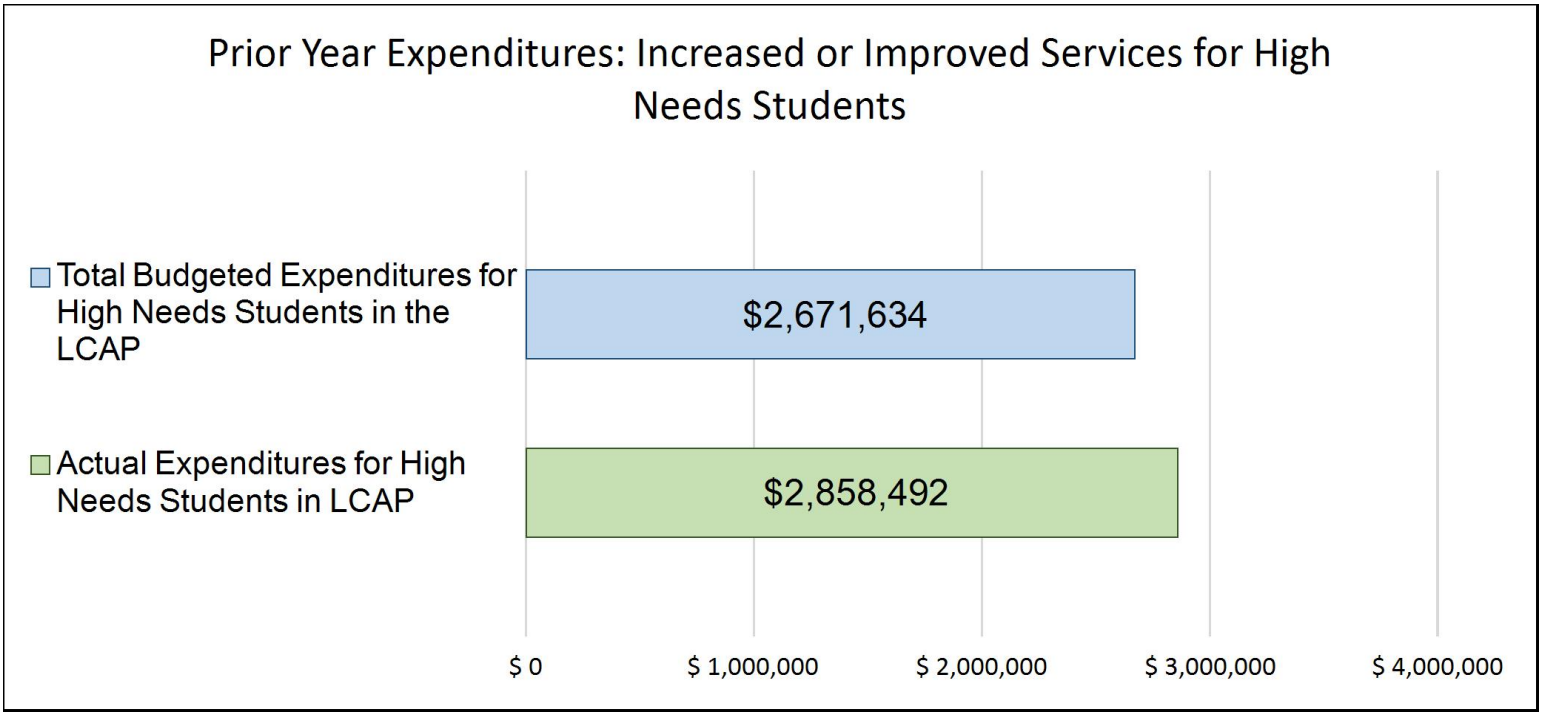
Taxes, interest, oversight fees and Misc. Business and Operating expenses are not included in the LCAP.

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

In 2025-26, Elite Academic Academy-Lucerne is projecting it will receive $2,085,976 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Lucerne must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Lucerne plans to spend $3,181,643 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 2024-25



This chart compares what Elite Academic Academy-Lucerne budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elite Academic Academy-Lucerne 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 2024-25, Elite Academic Academy-Lucerne's LCAP budgeted $2671634 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Lucerne actually spent $2,858,492 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $186,858 had the following impact on Elite Academic Academy-Lucerne’s ability to increase or improve services for high needs students:

This difference in projected and actual expenditures had no impact. Initial projections were based on enrollment figures calculated during the end of the 23.24 year, and enrollment actuals for 24.25 did not reach projections. High needs students received the proportionate amount of the planned improved services from the initial projection, but due to serving a smaller population, overall expenditures fell short of the initial projection.

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
Elite Academic Academy-Lucerne	Meghan Freeman CEO	mfreeman@eliteacademic.com (866) 354-8302 Ext. 703

Plan Summary [2025-26]

General Information

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

Elite Academic Academy-Lucerne

Mission Statement
Elite Academic Academy is committed to pursuing and maintaining educational excellence and unparalleled flexibility to achieve academic distinction in an independent study platform.

Vision
Elite Academic Academy harnesses the power of flexible learning environments to provide a superior education for our students. Working with all stakeholders, we will create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

About Elite Academic Academy
Elite Academic Academy–Lucerne (EAA-L) is a TK–12 independent study charter school offering a premier, flexible educational option for students and families seeking an alternative to traditional classroom settings. Through three distinct programs—Homeschool, Virtual, and Flex—Elite supports a wide range of learners who thrive in personalized, student-centered environments.

At the heart of Elite's mission is the belief that every student deserves an educational path that honors their individuality. Whether through a fully virtual model, a parent-driven homeschool experience, or a hybrid approach that combines structure with flexibility, students at EAA-L engage in rigorous, standards-aligned learning tailored to their goals and interests.

Our school community is richly diverse, with students from various cultural, linguistic, and socioeconomic backgrounds. We are deeply committed to equity and access, ensuring that all learners, including English Learners, students with disabilities, and those from underserved communities, have the tools and support they need to succeed.

In addition to core academics, Elite offers dynamic learning experiences that include Career Technical Education (CTE) pathways, Visual and Performing Arts opportunities, college readiness programs, and social-emotional learning supports. The integration of Elite Athletics and personalized enrichment activities allows students to explore their passions and develop real-world skills.

Success at Elite is defined not just by academic achievement, but by a student's ability to set goals, persist through challenges, and grow into a confident, independent learner. We believe in developing lifelong learners who think critically, adapt creatively, and engage compassionately with the world around them.

Assessment at Elite is holistic and ongoing. We measure growth through a variety of tools including formative assessments, teacher observations, portfolios, and collaborative meetings with families and staff. This multi-dimensional approach ensures that progress is meaningful, personalized, and aligned with each student's unique learning journey.

Elite Academic Academy–Lucerne is more than a school—it's a supportive community where students are seen, heard, and empowered. Every aspect of our program is designed to cultivate resilience, spark curiosity, and prepare students to thrive in college, career, and life.

Reflections: Annual Performance

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

We are pleased to reflect on the progress Elite Academic Academy–Lucerne has made over the past year in meeting the goals outlined in our Local Control and Accountability Plan (LCAP). A review of the California School Dashboard, paired with our local data, confirms that our strategic actions have contributed to meaningful growth in several key areas, while also highlighting opportunities for continued improvement.

Our efforts to enhance student engagement and improve attendance have shown positive results. Targeted interventions, increased communication with families, and proactive support strategies have contributed to improved attendance and reduced chronic absenteeism. These trends signal progress in creating stronger connections between students and their learning environment.

In terms of academic outcomes, we recognize both gains and areas that require focused attention. Our high school students continue to demonstrate resilience and persistence, as evidenced by improvements in graduation outcomes. Similarly, student access to college and career readiness pathways—including Career Technical Education (CTE), dual enrollment, and enrichment programs—has expanded, providing learners with more opportunities to align their education with future goals.

While we have seen growth in several areas, we remain focused on improving achievement in English Language Arts and Mathematics. Data trends suggest a continued need for targeted academic interventions and differentiated instruction. In response, we have deepened our investment in teacher professional development, strengthened our Multi-Tiered System of Supports (MTSS), and refined our internal assessment systems to better inform instruction.

For our English Learner (EL) students, progress continues to be an area of active support. We are committed to ensuring that these students receive tailored instruction and resources that promote both language development and academic achievement across content areas.

School climate remains a strong point for Elite Academic Academy–Lucerne. Our suspension rate continues to reflect a safe and supportive environment where positive behavior is reinforced and social-emotional well-being is prioritized. This is bolstered by our robust Student Support Team and a variety of services that address both academic and non-academic needs.

We are proud to report that we have met all local indicator standards, demonstrating full implementation of academic standards, strong family engagement practices, access to a broad course of study, and a clean, safe, and well-maintained learning environment. Our engagement with families remains a cornerstone of our work. Ongoing use of communication platforms, interactive workshops, and personalized outreach has ensured that parents are empowered partners in their child's educational journey.

As we look ahead, we are committed to building on this progress. Our ongoing focus includes enhancing academic achievement, closing equity gaps, and further strengthening the systems and relationships that help every student thrive. We are grateful for the continued partnership of our families, staff, and community as we strive to provide a dynamic and inclusive learning experience for all students at Elite Academic Academy–Lucerne.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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.

All leadership completed a summary of work toward our overall goals and objectives for the 2024–25 school year. In addition, through surveys and focus group meetings, we consulted with teachers, other school personnel, parents, and students.

The LCAP meeting held on May 21, 2025 provided a valuable forum for community members and parents to discuss their ideas on ways to increase academic achievement. These suggestions were incorporated throughout the document, including actions such as expanding CTE pathway offerings, streamlining communications, and ensuring homeless youth have access to services.

We will also hold a public hearing on May 27, 2025 at our board meeting, where members of the public are welcome to provide comments and suggestions for improvement of this plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.	Maintenance of Progress 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)

An explanation of why the LEA has developed this goal.

To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math, identify students who need targeted intervention and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed to meet state and local priorities:
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)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results	2022-23 School Year Academic Performance Mathematics (All Students): 24.2% of	2024–25 School Year Academic Performance		Mathematics (All Students): 50% of students met or exceeded the standard	4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students met or exceeded the standard English Language Arts (ELA, All Students): 43% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded	Mathematics (All Students): 29% of students met or exceeded the standard English Language Arts (ELA, All Students): 46% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded		English Language Arts (ELA, All Students): 60% of students met or exceeded the standard California Science Test (CAST, All Students): 40% met or exceeded	
1.2	iReady Assessment: Reading At/Above Grade Level	22-23 School Year MOY Scores 42%	23-24 School Year MOY Scores 58%		70	16
1.3	iReady Assessment: Math At/Above Grade Level	22-23 School Year MOY Scores 31%	23-24 School Year MOY Scores 48%		60	17
1.4	Students with Active SSTs	70	17		10	53

Goal Analysis [2024-25]

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.

Elite Academic Academy continued its stride toward enhancing the academic achievement of all students through rigorous and reflective instructional practices, a meticulously crafted and dynamic curriculum, and assessments finely aligned with academic standards. Our advancement in English Language Arts (ELA) is evidenced by growth in both i-Ready and CAASPP scores. Mid-year i-Ready results showed 42% of students reading at or above grade level, and 46% of students met or exceeded standards on the CAASPP ELA assessment—demonstrating the efficacy of our pedagogical approaches and targeted supports.

In Mathematics, we observed moderate growth, with 29% of students meeting or exceeding standards on the CAASPP—an increase from the previous year. This improvement, though still below our target, reinforces the impact of our renewed focus on math instruction, including expanded use of adaptive curriculum tools and personalized interventions. Faculty continue to implement A–G aligned coursework through high-quality digital platforms, supporting students with data-informed remediation and acceleration strategies.

Our commitment to academic excellence is further evidenced by the development and approval of additional A–G courses by the University of California Office of the President (UCOP), expanding access to college-preparatory opportunities and ensuring students can pursue rigorous coursework aligned with postsecondary expectations.

Professional development remains a foundational element of our instructional model. Throughout the year, educators engaged in training focused on standards-aligned instruction, data analysis, and differentiated teaching practices. These sessions supported staff in addressing the diverse learning profiles of our student body. Our schoolwide action plans, grounded in continuous improvement principles, have yielded tangible progress and serve as a testament to our unwavering dedication to high academic outcomes and equitable student success.

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.

N/A

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

Elite Academic Academy has made a strong start in its first year of a new three-year LCAP focus, strategically defining and pursuing key objectives throughout the 23/24 school year. By consistently monitoring and adapting the curriculum to meet the evolving needs of our students, we have ensured alignment with academic standards and worked to optimize learning outcomes. Our commitment to equipping both students and staff with necessary supplies, books, and materials has played a crucial role in creating an enriched learning environment that supports academic growth.

Through targeted, meaningful instructional practices—supported by continuous monitoring of student progress—we have personalized learning experiences to address individual student needs. This approach has not only facilitated academic advancement but also cultivated a culture of engagement and empowerment among our students.

As we continue to embrace a holistic approach to educational excellence, characterized by flexibility, resource provision, and innovative teaching methods, Elite Academic Academy is on track to achieve its broader goals for this three-year LCAP cycle. This first year lays a strong foundation for the continued growth and success of our students and staff.

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.

None

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	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard aligned assessments in Language Arts and mathematics to promote student progress of all students, including English Learners, other unduplicated student groups, and students with disabilities. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores. Additionally, we will evaluate the student's academic performance data based on local and state assessments in order to provide targeted interventions, and acceleration and monitor the progress toward achieving goals for each individual student.	$5,854,303.88	No
1.2	Special Education Academic Achievement	Provide special education instructional practices, assessment, and needed support services to students in need of specialized academic instruction, assessment, and support resources.	$1,884,499.51	Yes
1.3	Equitable access to Common Core-aligned viable curriculum and materials	All students and instructional staff will have access to high-quality curriculum through online digital courses, offline courses/curriculum, supplemental materials, community partner educational opportunities, and A-G-approved courses.	$1,504,950.80	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development to Support in Effective Teaching	Job-embedded professional development, observations of peer-to-peer observations, and discussions related to instructional growth goals and the use of rubrics and student achievement data to inform, guide, and improve instruction. Professional Development opportunities will also be provided to teachers by contracted services and in-house leadership to effectively guide credentialed teachers, counselors, CTE Counselors, CTE Teachers, and highly qualified staff to enhance their pedagogical skills through personal reflection and professional growth plans. Professional Development (PD) for all staff on the Multi-Tiered System of Support (MTSS) framework, tiers and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	$317,780.92	Yes
1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	Operations and business services work in collaboration with contracted industry experts to manage its fiscal, operational, technological, and compliance to ensure high-quality reporting and alignment with Educational Code. Operations of the charter are maintained and controlled through the collaborative certificated and classified management team of the Business Department and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, Directors, and Chief Student Development Officer.	$3,384,455.24	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and to support student learning and achievement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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.

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	10.8% (22/23 Dashboard)	6.6%		5%	-4.2
2.2	Suspension/Expulsion	0%	0%		0%	0
2.3	ADA	828.69	1161.83		1500	333.14
2.4	Social Media Interaction through Instagram Followers	23/24: 10.8% interactions from Followers; 89.2% Non-Followers; 0.1% ads (organic).	24/25: 84.2% interactions from followers; 11.5% Organic Ads		85% interactions from followers; 10% Organic Ads	73

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Website Traffic Coming from a Direct Link	23/24: Views: 162,845; Sessions: 118,212; Engaged: 60,001; Sessions per user: 2.96	24/25: Views: 191,320; Sessions:130,601; Engaged Sessions: 64, 717; Sessions per user: 2.88		Views: 200,000; Sessions:150,000; Engaged Sessions: 70,000; Sessions per user: 3	28.475

Goal Analysis [2024-25]

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.

We continue to be pleased with the growth and positive outcomes achieved under this LCAP goal. The planned actions proved highly effective, contributing to meaningful improvements in student attendance, engagement, and overall school culture.

As a result of these efforts, we observed a noticeable decrease in chronic absenteeism and a corresponding increase in our Average Daily Attendance (ADA). These improvements have also supported gains in graduation outcomes and student connectedness.

A key driver of this success has been our intentional focus on community building and meaningful student engagement. In-person activities—including student clubs, field trips, prom, and graduation ceremonies—have played a critical role in strengthening the sense of belonging across our school community. Innovative programs such as Flexperience and NXTLVL Games have further contributed to increased engagement among both students and families.

Our communication efforts have also been a cornerstone of our strategy. Tools like ParentSquare and internal surveys have enhanced two-way communication and provided valuable insights into school climate and family needs. Parent workshops and family-centered activities have deepened partnerships with families and elevated their role in supporting student success.

Ensuring student and staff safety remains a top priority. Through comprehensive protocols, including fingerprinting, mandatory training, and the use of digital monitoring tools, we have maintained a safe and supportive learning environment.

Support for English Language Learners has also been a focus area, with targeted interventions and advisory sessions helping students make steady progress in English proficiency.

Our renewed commitment to digital engagement through social media and website updates has improved communication and transparency, ensuring families are well-informed and connected to school life.

Overall, the actions taken this year have laid a strong foundation for sustained progress. We are encouraged by the momentum gained and remain committed to building on these successes in the years to come.

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.

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

Over the course of the three-year LCAP cycle, our planned actions have proven highly effective in making progress toward our goal of increasing student engagement, family involvement, and school safety. We observed consistent improvement in key indicators, including reduced chronic absenteeism, increased ADA, and higher graduation rates—all of which reflect the sustained impact of our efforts.

Key actions such as expanding in-person student activities, strengthening family communication through tools like ParentSquare, and implementing targeted safety protocols and ELL supports contributed significantly to these outcomes. The integration of innovative programs and meaningful parent engagement further reinforced a positive and inclusive school culture.

These combined strategies have helped build a strong foundation for ongoing progress, demonstrating the effectiveness of our approach throughout the LCAP cycle.

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.

None

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	School-Based Enrichment Activities	Continue to support innovative projects that support student learning and growth, such as clubs, VAPA, field trips, community events, guest speakers, and outreach.	$2,125,948.55	No

Action #	Title	Description	Total Funds	Contributing
2.2	Meaningful and Transparent Communication	Provide students, parents, staff, and the community with formal and informal ways to provide input regarding the school through social media, marketing, communication apps, CEO Council, Parent Empowerment workshops, and other outreach opportunities.	$323,433.10	No
2.3	Safe Learning Environment	The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe Schools. Fingerprinting and vetting all contracted service providers. School-wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.	$6,179.11	No
2.4	English Language Family Support	Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law.	$5,256.68	Yes
2.5	Engaging the Community	Through staff professional development and parent empowerment workshops, provide training on strategies to support the success of the whole school as well as individuals within the school.	$159,410.86	No
2.6	Providing Access to Resources	Classified personnel in supporting students in accessing essential academic resources and instructional materials.	$423,022.86	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.	Maintenance of Progress 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)

An explanation of why the LEA has developed this goal.

We recognize that students need support in not only academics but also social-emotional support. Using a MTSS that supports students in the independent studies model is needed to help and support students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learners making progress towards English language proficiency	22/23: 50%	19.4%		65%	-30.6
3.2	EL Reclassification	21%	2%		40%	-9
3.3	Students Receiving MTSS Services that Meet Reading Typical	70%	50%		150	-10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Growth Goal as reported by iReady					
3.4	Students Receiving MTSS Services that Meet MathTypical Growth Goal as reported by iReady	56%	46%		92%	-0
3.5	English Learners that Improve Placement Classification	40%	50%		60%	10
3.6	English Learners that Meet Reading Typical Growth Goal as reported by iReady	41.7%	20%		50%	-21.7

Goal Analysis [2024-25]

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 the previous year, our commitment to the Multi-Tiered System of Supports (MTSS) remained strong, with focused efforts on maximizing the impact of our MTSS Grant funds. Targeted professional development equipped staff with effective strategies to implement MTSS practices, supporting the diverse academic and social-emotional needs of our students—particularly in the face of persistent learning gaps and increased mental health challenges among incoming students.

A key area of growth this year was the expansion of direct services to English Learners. We provided more intentional, targeted supports designed to accelerate English language acquisition, with interventions embedded within both designated and integrated instructional settings. These efforts allowed ELL students to engage more meaningfully with grade-level content while also developing their English proficiency.

Additionally, we made strategic improvements in aligning Tier 2 interventions with the core curriculum. Our Learning Labs were refined to more closely mirror the concepts and strategies being taught in students' primary academic programs, ensuring consistency and coherence in instructional approaches. This enhanced alignment has improved students' ability to apply intervention-based learning directly within their core coursework, increasing overall academic impact.

While the overall direction of our MTSS implementation stayed true to our original plan, some adjustments were necessary to meet the unique needs of our non-classroom-based student population. Tiered interventions were refined for greater effectiveness, and a new referral

request system allowed us to more efficiently identify and serve students needing additional support. The use of the MTSS Instructional Coach platform provided more targeted interventions in ELA and Math for students performing below proficiency, improving the precision of our support.

Finally, the continued success of our extended school year through the Credit Recovery/Acceleration Year-Round track reflected our ongoing commitment to academic equity. This initiative provided at-risk students with vital opportunities to stay on track for graduation, reinforcing our broader mission of supporting all learners through flexible and responsive educational practices.

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.

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

Given the small and highly transient nature of our English Learner (EL) population, measuring progress based solely on EL reclassification rates is not a reliable indicator of the effectiveness of our actions. The number and composition of EL students fluctuate significantly each year, making it difficult to track long-term trends using reclassification data alone.

Instead, we rely on iReady assessment data to gauge the progress of our current EL students. By comparing Beginning-of-Year (BOY) and Middle-of-Year (MOY) results, we are able to monitor growth in key areas such as reading and mathematics. This approach allows us to make timely instructional adjustments and provide targeted supports based on real-time student performance.

This shift in focus has proven effective in giving us a more accurate and responsive picture of how well our interventions are supporting English Learners, particularly within the context of our flexible and non-traditional school model.

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.

N/A

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	MTSS System Monitoring	Use tri-annual benchmark assessment data, plus CAASPP results, to make data-informed decisions so that all students have the opportunity to experience academic success. Establish clear and measurable goals focused on improving overall student achievement. Monitor and provide targeted intervention through MTSS and/or Special Education services, for low-income pupils, Foster Youth, English Learners, and Students With Disabilities so that they may achieve grade-level proficiency. Through the student referral system, student data, and family requests, provide appropriate interventions, and progress monitoring as defined by the MTSS Tiered Systems of Support. Hire and train MTSS Instructional Coaches and Instructional Aides to provide targeted instruction in ELA and Math to students scoring two or grade levels below proficiency. Host SST meetings and monitor progress towards goals for students needing academic and/or re-engagement support. Train all staff on MTSS Tiered Systems of Support	$731,579.63	Yes
3.2	EL Proficiency Monitoring (EL)	ELPAC results will be analyzed, reviewed, and shared with parents. Curriculum and EL minutes verified. Also, re-designation was completed for students who qualify.	$75,250.10	Yes
3.3	Access to technology to effectively	Increase Chromebook deployment and academic software to provide equitable access to technology resources for students in need (EL, FY,	$1,019,965.20	Yes

Action #	Title	Description	Total Funds	Contributing
	implement and support academic learning for students and staff	SpED). Provide a comprehensive suite of tech software and hardware for teachers and support staff to best meet the needs of the identified student population.		
3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Provide a Year-round track of 200 days to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.	$1,676,855.11	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will prepare secondary students to graduate from school with opportunities and preparation for college and career.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

It is our goal to ensure that when students graduate from Elite Academic Academy they are prepared for their 21st century future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Students Enrolled in a CTE Pathway	22-23 School Year 64%	23-24 School Year 70%		80%	6%
4.2	A-G Completion	22-23 School Year 96%	23-24 School Year 96%		98%	
4.3	FAFSA completion	22-23 School Year 20%	23-24 School Year 28%		60%	3%

Goal Analysis [2024-25]

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.

We are proud to share continued progress on the implementation of Goal 4. Our focus on building robust Career Technical Education (CTE) pathways across high school and middle school has steadily advanced, supporting students from grades K–14 as they explore careers, develop industry-aligned skills, and prepare for both college and the workforce.

CTE pathway options have expanded significantly, with new programs including Esports, Marketing, Professional Music Production, Medical Pathways, and Product Design. These offerings have generated strong engagement from students and families alike. Additionally, the introduction of Career and Technical Student Organizations (CTSOs) such as HOSA and DECA—where we are proud to be the first non-classroom-based school approved—has deepened student involvement and leadership development in their areas of interest.

We are especially excited to share that this year we celebrated our first cohort of CTE pathway completers, marking a major milestone in our program's growth and effectiveness.

To ensure alignment with postsecondary expectations, CTE and core academic courses continue to be developed to meet state standards and UC/CSU A-G requirements. This alignment ensures students can earn transferable credits while gaining relevant knowledge and experience.

In support of college and career readiness, we continue to expand efforts to improve FAFSA completion rates. Our school counselors have led this charge by facilitating parent/student workshops and embedding financial aid education into Government and Economics courses. This work ensures students are better informed and more prepared to access postsecondary opportunities.

Overall, our CTE programs are thriving, with increasing student interest, improved alignment with college and career standards, and continued innovation that reflects our commitment to preparing students for success beyond high school.

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.

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

We continue to refine our approach to increasing FAFSA completion, a key element of our goal to support students in preparing for postsecondary success. While we have made progress, changes at the federal level this year introduced unexpected delays and confusion for students and families, which impacted completion rates. Integrating FAFSA completion into the Economics course as a graded

assignment has shown moderate success, but we recognize that additional strategies are needed to ensure higher participation and deeper understanding.

In parallel, the development of a credit recovery track within our virtual high school has positively contributed to our progress on the CA College and Career Readiness Dashboard. This targeted intervention has helped us better identify students who can benefit from additional A-G course enrollments. By tailoring support and expanding access to college-preparatory coursework, we are working toward improving both academic outcomes and long-term readiness for college and careers.

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.

None

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	Career Technical Education Program Pathways	Develop a comprehensive Career Technical Education Program for middle and high school students that help align student strengths and interests to post-secondary goals and interests, and aligns with Regional Workforce plans. Purchase of Industry Certification opportunities, instructional supplies, hiring of highly-qualified CTE teachers, and Directors to support CTE students and program.	$879,586.01	No
4.2	Assessment & Articulation for post-secondary preparation	Ensure all students have the opportunity for ACT, PSAT, & SAT exam preparation through programs, instructions and materials. Afford students fee waivers and fee support with the registration of ACT, PSAT, SAT & Industry Certification exams, if applicable.	$11,419.08	No
4.3	College and Career Counseling	Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE	$832,540.20	No

Action #	Title	Description	Total Funds	Contributing
		and A-G standards and framework. Support internship and job shadowing experiences for student career path interests; Increase relationships with community college concurrently, dual enrollment, or CTE courses. Support a comprehensive college application, college counseling for students, FAFSA support, Financial Aid support, Scholarship support, and NCAA support. . Counselors will also provide Social-Emotional and physical health services for students and staff.		
4.4	Advanced Academic Resources (SOAR)	Continue providing AP courses through accredited Curriculum providers and provide students with AP course textbooks/materials, Dual Enrollment opportunities, and building of advanced curriculum and A-G courses for student acceleration and learning.	$132,022.94	No
4.5	Arts and Music Program	Create an ongoing program supporting music and arts instruction for grades TK-12.	$189,867.68	No
4.8				

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2085976	$0%

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
11.629%	0.000%	$0.00	11.629%

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:** Professional Development to Support in Effective Teaching **Need:** Ensuring all staff are trained to provide personalized support for all students, with a special emphasis on EL (English Learner), foster, and low-income students, is critical for promoting equity and improving educational outcomes.	This action focuses on providing professional development (PD) to all staff members on the Multi-Tiered System of Support (MTSS) framework. This comprehensive training will cover the core components of MTSS, including the tiered structure, available strategies, and effective implementation practices. The PD will be delivered over a three-year period, following a well-defined implementation plan. Here's a breakdown of the key aspects:	MTSS Implementation Fidelity: Observe and document how effectively staff members are putting MTSS into practice within their classrooms or roles. This could involve walkthroughs, classroom observations, or reviewing intervention documentation.

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
	Scope:	Target Audience: All staff members, including teachers, instructional coaches, aides, and administrators. Content: Training will cover the MTSS framework, including the three tiers (Tier 1: Universal Supports, Tier 2: Targeted Interventions, Tier 3: Intensive Interventions), various evidence-based strategies for each tier, and best practices for successful implementation. Delivery Plan: The PD will be delivered over three years through a structured plan. This plan might involve a mix of formats like workshops, online modules, coaching sessions, and professional learning communities (PLCs). The goal is to ensure all staff members possess a deep understanding of MTSS and its application to support student success.	Student Achievement Data: Track student achievement data, including benchmark assessments and progress monitoring measures, over time. Improvement in student outcomes can be an indicator of successful MTSS implementation supported by effective staff training.
3.1	**Action:** MTSS System Monitoring **Need:** Unduplicated students can greatly benefit from access to Multi-Tiered System of Supports (MTSS). MTSS is a comprehensive framework that uses data-driven problem-solving to integrate academic, behavioral, and social-emotional support for all students **Scope:**	This action focuses on implementing a comprehensive MTSS (Multi-Tiered System of Supports) monitoring system to ensure equitable access to academic success for all students. It utilizes various data sources like tri-annual benchmark assessments, CAASPP results, student referrals, and family requests to identify students needing additional support, particularly low-income pupils, Foster Youth, English Learners, and Students With Disabilities. The system then provides targeted interventions through MTSS and/or Special Education services, along with progress monitoring, to help students achieve grade-level proficiency. Additionally, dedicated MTSS Instructional Coaches and Aides are hired and trained to offer specific instruction in ELA and Math for students struggling significantly. Regular SST (Student Success Team) meetings	Increase in grade-level proficiency rates: Track the percentage of students achieving grade-level proficiency in core subjects (ELA and Math) over time, disaggregated by student subgroups (low-income, Foster Youth, English Learners, Students With Disabilities). This demonstrates the overall impact of the MTSS system. Reduction in achievement gaps: Analyze the achievement gap between student subgroups and the

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
		are held to monitor progress towards established goals and adjust interventions as needed for students requiring academic and/or re-engagement support.	general population. Look for a narrowing of the gap over time, indicating progress towards equity in academic success. Intervention effectiveness: Monitor the effectiveness of MTSS interventions by tracking the percentage of students demonstrating improvement after receiving targeted support. This can be measured through pre- and post-intervention assessments. Parent/Guardian satisfaction with communication and support: Conduct surveys or hold focus groups to gauge parents' understanding of the MTSS process, their satisfaction with communication regarding their child's needs, and their perception of the support provided.
3.3	**Action:** Access to technology to effectively implement and support academic learning for students and staff **Need:**	This action aims to bridge the digital divide by expanding Chromebook deployment and access to academic software for students in need, particularly English Learners (ELs), Foster Youth (FYs), and Students with Disabilities (SpED). Here's a breakdown of the key aspects:	Chromebook Distribution: Track the number of Chromebooks deployed to students in the identified subgroups (EL, FY, SpED) compared to the total student population in those

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
	Ensuring unduplicated student groups have access to technology is crucial for equitable education. **Scope:**	Increased Chromebook Deployment: The initiative will focus on ensuring all students in the identified subgroups (EL, FY, SpED) have access to Chromebooks for learning activities. This could involve: Acquiring additional Chromebooks Implementing loan programs for students who need devices at home Prioritizing Chromebook distribution to students with limited access to technology Academic Software Access: A comprehensive suite of academic software licenses will be acquired to support the specific learning needs of ELs, FYs, and SpED students. This might include: Language learning software for ELs Assistive technology software for SpED students Educational software aligned with the curriculum for all students The goal is to provide equitable access to technology resources that enhance learning opportunities and empower students in need to achieve academic success.	groups. This demonstrates if the program is reaching its target audience. Software Utilization: Monitor student and staff usage of the academic software licenses. This can be done through login data or surveys to gauge engagement with the provided resources.

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
1.2	**Action:** Special Education Academic Achievement	Specialized Academic Instruction: Special education students often require instruction that is customized to their learning styles, abilities, and	Parents Reporting Consistent Contact with

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The provision of special education instructional practices, assessment, and support services is essential to address the unique educational requirements of our special education students. These students face diverse learning challenges that necessitate specialized academic instruction, assessment, and support resources tailored to their individual needs. **Scope:** Limited to Unduplicated Student Group(s)	developmental levels. Traditional teaching methods may not effectively meet their needs. By implementing specialized academic instruction, we can cater to the specific learning needs of each student, ensuring access to a curriculum that is appropriate and meaningful for their educational growth. Individualized Assessment: Standardized assessments may not accurately reflect the progress and abilities of special education students. Therefore, it is imperative to conduct individualized assessments that consider the unique strengths and challenges of each student. These assessments provide valuable insights into student learning and guide the development of personalized educational plans that address academic goals and areas of need. Support Services: Special education students often require additional support services to facilitate their academic and social-emotional development. These services may include speech therapy, occupational therapy, counseling, and behavioral interventions. By providing access to necessary support services, we can address barriers to learning and promote the overall well-being of our special education students, enabling them to thrive in the educational setting.	their student's SpEd service providers
1.4	**Action:** Professional Development to Support in Effective Teaching **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	**Action:** English Language Family Support **Need:** Ensuring that EL (English Learner) students and their families have the ability to access and communicate effectively with the school is crucial for their academic success and overall well-being. **Scope:** Limited to Unduplicated Student Group(s)	This action ensures that all critical school communication, including notices, reports, statements, records, and conference materials, are translated into the native language of parents or guardians, whenever necessary and legally mandated. This facilitates clear and comprehensive communication, promoting parental understanding and engagement in their child's education.	Percentage of translated documents provided to parents/guardians: Track the number of documents translated into various languages compared to the total number of documents sent to families. This provides a quantitative measure of the translation effort. Parent/Guardian Satisfaction Survey: Conduct surveys or hold focus groups to gauge parents' understanding of the translated materials and their overall satisfaction with the communication process. This qualitative data helps assess the impact of translated documents.
3.1	**Action:** MTSS System Monitoring **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.2	**Action:** EL Proficiency Monitoring (EL) **Need:** Ensuring English language proficiency for designated English Learner (EL) students is vital for their academic success and integration into the broader school community. **Scope:** Limited to Unduplicated Student Group(s)	ELPAC Analysis and Review: Educators will thoroughly analyze and review ELPAC data to identify individual student strengths and weaknesses in their English language proficiency. Parent Communication: Clear and informative communication will be established with parents/guardians. This includes sharing the ELPAC results and explaining what they mean for their child's progress in learning English. Curriculum Verification: The curriculum specifically designed for ELs will be examined to ensure it aligns with students' needs as identified through ELPAC results. Additionally, verification will ensure sufficient designated minutes are allocated for EL instruction. Re-designation: For students who have achieved English proficiency, the process of re-designation out of EL status will be completed in accordance with established guidelines. This comprehensive approach ensures that ELPAC results are effectively used to tailor instruction, measure progress, and support the academic success of English Learners.	ELPAC proficiency rates: Track the percentage of EL students progressing through the various EL proficiency levels on the ELPAC assessment over time. This demonstrates the effectiveness of the implemented strategies in improving their English language skills.
3.3	**Action:** Access to technology to effectively implement and support academic learning for students and staff **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.4	**Action:** Offer Year Round Track for credit recovery, advancement, and enrichment **Need:** Extending the school year is a proposed strategy to help close achievement gaps, particularly for unduplicated students. Unduplicated students often include English learners, foster youth, and low-income students **Scope:** Limited to Unduplicated Student Group(s)	This initiative is a 200-day year-round track specifically designed to support low-income students, English Learners (ELs), and Foster Youth. It aims to mitigate summer learning loss (summer slide), enhance academic achievement, and offer valuable opportunities for these student populations. Credit Recovery: Dedicated time slots will be provided for students to recover lost credits or retake courses they failed. CTE Pathway Discovery: Students will explore Career and Technical Education (CTE) pathways through workshops, guest speakers, and project-based learning. This can help them identify career interests and prepare for future opportunities. Essential Skills Review: Time will be allocated for revisiting and solidifying core academic skills in reading, writing, math, and science. This ensures foundational knowledge remains strong, especially for students who may struggle with these concepts. Getting Ahead: Students can utilize the additional time to take elective courses, pursue independent study projects, or participate in advanced coursework to get ahead in their academic journey.	Summer Learning Loss: Compare standardized test scores from the end of the previous school year to the beginning of the following year for targeted student groups. This will show if the program is effectively mitigating summer slide. Credit Recovery Rates: Track the percentage of students who successfully recover lost credits through the program. CTE Pathway Participation and Outcomes: Monitor student participation in CTE exploration activities and track their subsequent enrollment in relevant courses or programs. Student and Parent Surveys: Conduct surveys to gauge student and parent satisfaction with the program, their perception of its impact on learning, and suggestions for improvement.

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.

Closing the achievement gap and improving student outcomes are central to Elite Academic Academy's mission. We are dedicated to ensuring that all students, including English learners (EL), foster youth (FY), and low-income (LI) students, graduate high school ready for college and career. To achieve this, Elite Academic Academy has implemented strategic investments, curriculum enhancements, and instructional support tailored to meet the needs of these student subgroups.

We have been focused on establishing connections and partnerships with families, community partners, and all stakeholders to increase engagement, and involvement, and ensure safety and satisfaction to support student learning and achievement. (All Students include EL, FY, LI) Elite Academic Academy has budgeted a commensurate increase in funding to reach these subgroups that are principally directed and effective in meeting school-wide goals; specifically, the school provided:

- Adaptive online/traditional content from a variety of curriculum options This is a multi-year project which focused on expanding course offerings each year.
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Increased access to technology equipment to support unduplicated pupils
- Added additional courses to engage students with various interests so that they stay committed to their academic experience.
- Implemented two benchmark assessment programs; one that can be administered online and one offline. This gives teachers the flexibility to assess students in a format that works best for the student. We also provided professional development on the use of programs and data interpretations from these two systems.
- Created project-based learning opportunities for additional hands-on learning. It is critical that connections be made between what a student is learning and what they experience. These experiences make learning more relevant.
- Implemented a comprehensive curriculum for EL learners, including two support courses for our EL students
- Increased Learning Lab tutoring and intensive intervention support for unduplicated pupils who are struggling, in an effort to close the achievement gap. Our Learning Lab/tutoring sessions give students another opportunity to build relationships and connect with a supportive adult. Not only do the Learning Lab coaches teach specific skills, but they also monitor progress, collaborate with parents and hold students accountable for their learning.
- Teacher MTSS Lead Positions, an MTSS Instructional Aide, and a Coordinator of Schoolwide Systems and Support position are focused on helping unduplicated pupils close the achievement gap
- Added more CTE pathways to support students and give hands-on real-world experiences for learning.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	40-1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	25-1	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17,937,715.00	2085976	11.629%	0.000%	11.629%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,073,871.93	$2,995,483.62	$0.00	$468,971.91	$21,538,327.46	$12,939,788.89	$8,598,538.57

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$5,820,465.47	$33,838.41	$5,854,303.88				$5,854,303.88	
1	1.2	Special Education Academic Achievement		Yes	Limited to Unduplicated Student Group(s)		All Schools Specific Schools: Elite Academic Academy - Lucerne Tk-12		$1,742,150.99	$142,348.52	$183,130.34	$1,478,710.00		$222,659.17	$1,884,499.51	1.02%
1	1.3	Equitable access to Common Core-aligned viable curriculum and materials	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$0.00	$1,504,950.80	$797,745.34	$707,205.46		$0.00	$1,504,950.80	4.44%
1	1.4	Professional Development to Support in Effective Teaching		Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$317,780.92	$286,773.47	$0.00		$31,007.45	$317,780.92	1.60%

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	1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	All	No			All Schools		$841,950.85	$2,542,504.39	$3,384,455.24				$3,384,455.24	
2	2.1	School-Based Enrichment Activities	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$0.00	$2,125,948.55	$2,125,948.55				$2,125,948.55	
2	2.2	Meaningful and Transparent Communication	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$19,730.29	$303,702.81	$323,433.10				$323,433.10	
2	2.3	Safe Learning Environment	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$0.00	$6,179.11	$6,179.11				$6,179.11	
2	2.4	English Language Family Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$5,256.68	$5,256.68			$0.00	$5,256.68	0.03%
2	2.5	Engaging the Community	All	No			All Schools		$19,552.85	$139,858.01	$159,410.86				$159,410.86	
2	2.6	Providing Access to Resources	All	No					$423,022.86	$0.00	$423,022.86				$423,022.86	
3	3.1	MTSS System Monitoring	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools		$731,579.63	$0.00	$471,906.04	$44,368.30		$215,305.29	$731,579.63	2.63%

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
					Student Group(s)	Low Income										
3	3.2	EL Proficiency Monitoring (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$63,834.16	$11,415.94	$75,250.10				$75,250.10	0.42%
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$277,805.79	$742,159.41	$1,019,965.20				$1,019,965.20	5.69%
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,050,401.09	$626,454.02	$1,139,361.11	$537,494.00			$1,676,855.11	6.35%
4	4.1	Career Technical Education Program Pathways	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$879,586.01	$0.00	$806,778.65	$72,807.36			$879,586.01	
4	4.2	Assessment & Articulation for post-secondary preparation	All	No			All Schools		$0.00	$11,419.08	$11,419.08				$11,419.08	
4	4.3	College and Career Counseling	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$830,735.49	$1,804.71	$832,540.20				$832,540.20	
4	4.4	Advanced Academic Resources (SOAR)	All	No			All Schools		$111,238.07	$20,784.87	$132,022.94				$132,022.94	

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
4	**4.5**	Arts and Music Program	All	No					$127,735.34	$62,132.34	$34,969.18	$154,898.50			$189,867.68	0.06%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17,937,715.00	2085976	11.629%	0.000%	11.629%	$3,181,642.94	22.240%	39.977 %	**Total:**	$3,181,642.94
								LEA-wide Total:	$0.00
								Limited Total:	$3,181,642.94
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Special Education Academic Achievement	Yes	Limited to Unduplicated Student Group(s)		All Schools	$183,130.34	1.02%
1	1.4	Professional Development to Support in Effective Teaching	Yes	Limited to Unduplicated Student Group(s)		All Schools	$286,773.47	1.60%
2	2.4	English Language Family Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,256.68	0.03%
3	3.1	MTSS System Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$471,906.04	2.63%
3	3.2	EL Proficiency Monitoring (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,250.10	0.42%
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,019,965.20	5.69%

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 (%)
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,139,361.11	6.35%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,269,162.28	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	No	$5,121,683.72	
1	**1.2**	Special Education Academic Achievement	Yes	$1,395,886.33	
1	**1.3**	Equitable access to Common Core-aligned viable curriculum and materials	No	$1,240,923.54	
1	**1.4**	Professional Development to Support in Effective Teaching	Yes	$250,222.03	
1	**1.5**	Management of Fiscal, operational and technological resources to support students, staff, and community.	No	$3,103,275.23	
2	**2.1**	School-Based Enrichment Activities	No	$1,921,797.34	
2	**2.2**	Meaningful and Transparent Communication	No	$319,958.06	
2	**2.3**	Safe Learning Environment	No	$5,474.59	
2	**2.4**	English Language Family Support	Yes	$10,117.43	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Engaging the Community	No	$129,514.85	
2	2.6	Providing Access to Resources	No	$365,082.15	
3	3.1	MTSS System Monitoring	Yes	$738,689.26	
3	3.2	EL Proficiency Monitoring (EL)	Yes	$67,360.44	
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	$976,390.45	
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	$1,192,250.44	
4	4.1	Career Technical Education Program Pathways	No	$815,783.29	
4	4.2	Assessment & Articulation for post-secondary preparation	No	$17,158.60	
4	4.3	College and Career Counseling	No	$299,713.06	
4	4.4	Advanced Academic Resources (SOAR)	No	$126,136.23	
4	4.5	Arts and Music Program	No	$171,745.24	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,757,856	$2,671,634.18	$2,858,492.00	($186,857.82)	20.690%	0.000%	-20.690%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Special Education Academic Achievement	Yes	$168,204.13	231,870		
1	1.4	Professional Development to Support in Effective Teaching	Yes	$122,379.03	147,642	1.38%	
2	2.4	English Language Family Support	Yes	$10,117.43	10,058	0.08%	
3	3.1	MTSS System Monitoring	Yes	$493,262.26	532,877	4.28%	
3	3.2	EL Proficiency Monitoring (EL)	Yes	$67,360.44	69,943	0.52%	
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	$976,390.45	853,017	5.24%	
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	$833,920.44	1,013,085	9.19%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	1,757,856		0.000%	$2,858,492.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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