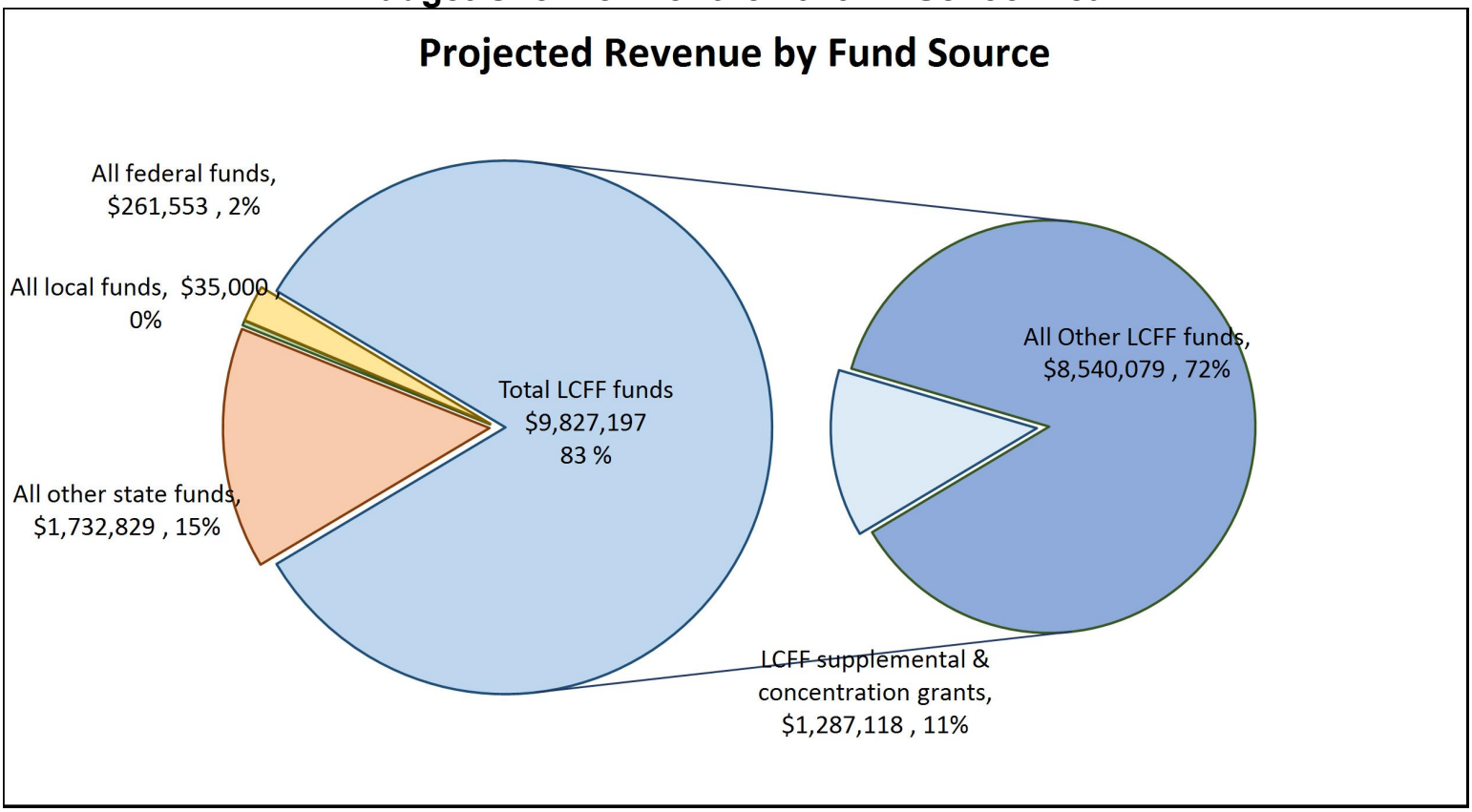
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eleanor Roosevelt Community Learning Center
CDS Code: 54-10546-6119291
School Year: 2026-27
LEA contact information:
Heather Rocha
Superintendent
hrocha@erclc.org
5595929160

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

Budget Overview for the 2026-27 School Year

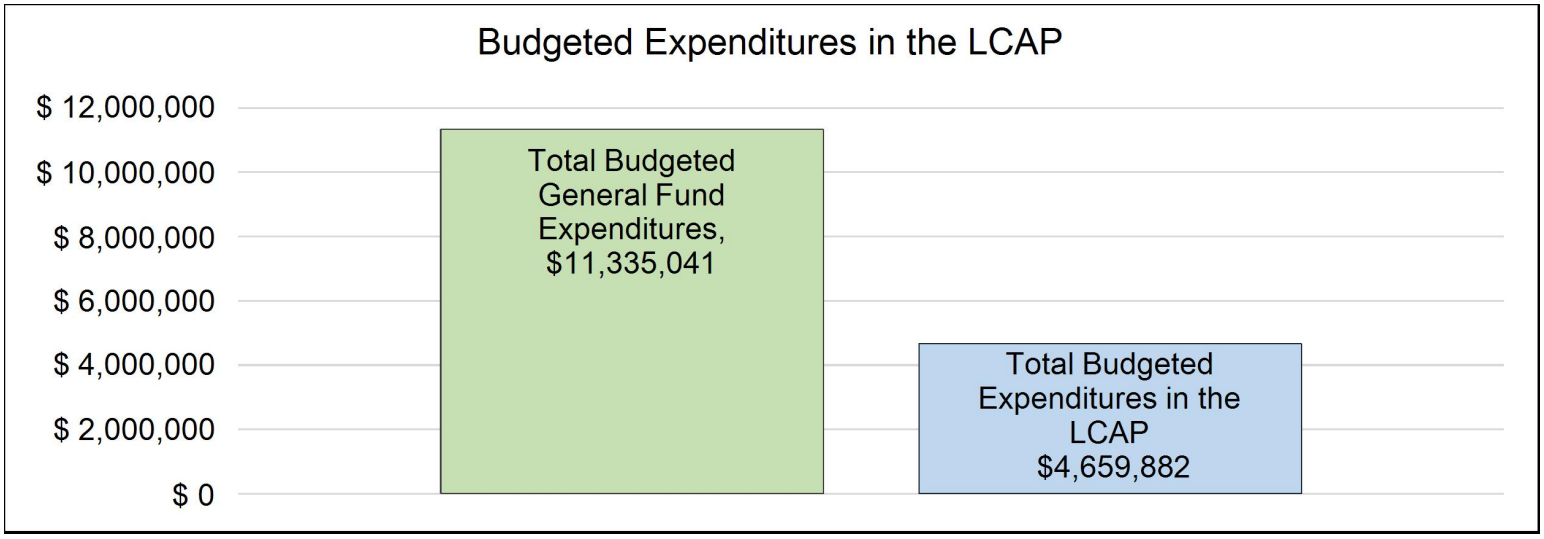


This chart shows the total general purpose revenue Eleanor Roosevelt Community Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eleanor Roosevelt Community Learning Center is $11,856,579, of which $9,827,197 is Local Control Funding Formula (LCFF), $1,732,829 is other state funds, $35,000 is local funds, and $261,553 is federal funds. Of the $9,827,197 in LCFF Funds, $1,287,118 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 Eleanor Roosevelt Community Learning Center plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eleanor Roosevelt Community Learning Center plans to spend $11,335,041 for the 2026-27 school year. Of that amount, $4,659,882 is tied to actions/services in the LCAP and $6,675,159 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

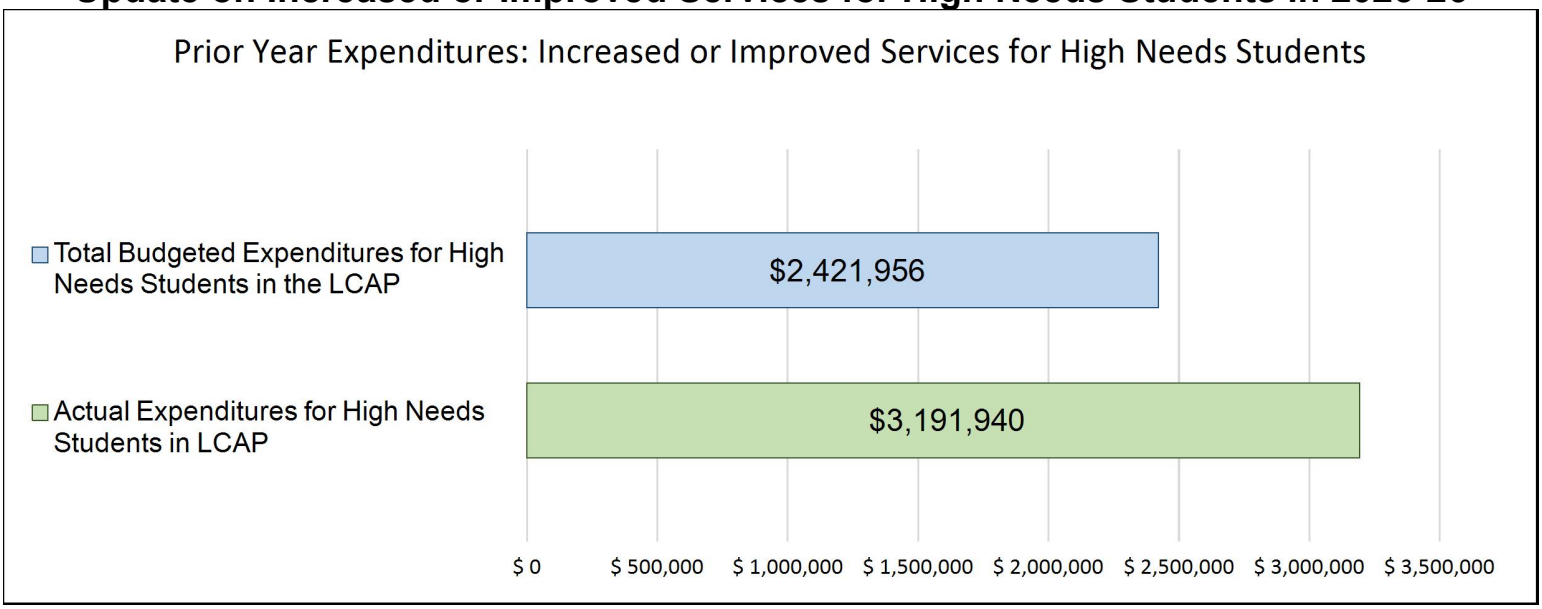
Any general fund expenditures not included in LCAP consist of general annual operating expenditures required for normal operation of the school. These include general facility upkeep, instructional material and supply and other standard operating expenditures.

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

In 2026-27, Eleanor Roosevelt Community Learning Center is projecting it will receive $1,287,118 based on the enrollment of Foster Youth, English learner, and low-income students. Eleanor Roosevelt Community Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP. Eleanor Roosevelt Community Learning Center plans to spend $2,986,691 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Eleanor Roosevelt Community Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eleanor Roosevelt Community Learning Center estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Eleanor Roosevelt Community Learning Center's LCAP budgeted $2,421,956 for planned actions to increase or improve services for high needs students. Eleanor Roosevelt Community Learning Center actually spent $3,191,940 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eleanor Roosevelt Community Learning Center	Heather Rocha Superintendent	hrocha@erclc.org 5595929160

Plan Summary [2026-27]

General Information

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

The Eleanor Roosevelt Community Learning Center (ERCLC) is a distinguished K-12 charter home school dedicated to supporting parent educators as key partners in their child's learning journey. Authorized by the Tulare County Office of Education (TCOE) in 2001, ERCLC is among the pioneering charters and homeschool programs in both Tulare County and California. The school operates a main site and several resource meeting sites across Tulare and Fresno Counties.

Incorporated as a 501(c)(3) Nonprofit Public Benefit Corporation in 2008, ERCLC primarily conducts its programs on a picturesque seven-acre site near Visalia. This location is steeped in history, featuring stories of early settlers and Native Americans. The campus includes a historic 150 year old library housed in the original Venice Schoolhouse, one of the county's first schoolhouses, which was part of a significant restoration project. This iconic building, over a century old, adds a rich historical dimension to the learning environment.

ERCLC is now fully WASC accredited and serves approximately 600 students from TK-12th grade. The school emphasizes hands-on learning, offering a variety of educational approaches such as Montessori philosophies, design thinking, project-based learning, agriculture, visual and performing arts, and multi-age learning. The campus, blending new contemporary buildings with the rural landscape, includes diverse learning spaces: maker spaces, outdoor gardens, wood shops, science labs, art classrooms, an outdoor amphitheater, and more.

The school supports homeschooling families with an array of resources, including professional development and workshops for parent educators. This comprehensive approach ensures a vibrant, supportive learning community that values creativity, practical experience, and educational excellence.

The original and continued mission statement: The Eleanor Roosevelt Community Learning Center is dedicated to supporting and empowering parents and scholars to take an active role in designing and implementing an educational program that ignites a passion for learning and stimulates the intellectual, emotional and physical health of the child. (2001)

ERCLC's vision is to continue to be a transformative change agent for K-12 education creating a true learning partnership between school and home. ERCLC will continue leading educational change by fostering scholars' innate curiosity to problem solve, embrace challenge, and to use the world as our classroom as an inclusive multi-age learning community, while including parents as the learning partner. Our scholars will be well-prepared humans ready to pursue dreams, live happily, and make positive global contributions.

Our School Motto: Educating and Empowering Excellent Humans

Our Community Motto: Gather, Grow, and Give!

Reflections: Annual Performance

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

Upon analysis of 2025 Dashboard and results of local data, ERCLC continues to demonstrate yearly gains in student achievement and overall positive learning culture. This is due to the genuine dedication of students, parents, families, school staff, and a supportive and highly effective governing board. It takes a whole school community effort to continue improving. Particularly over the last three years, ERCLC has experienced an accelerated pace of achievement in many areas critical to the success of the educational program. Included in this section and clearly seen throughout this LCAP document is evidence of success, thoughtful planning, effective use of funds, and execution of actions that are continuing to lead ERCLC in evolving toward an even more successful learning community.

2025 Dashboard Performance Results and Analysis (2024-25 school year).

The analysis of the 2025 Dashboard performance results clearly indicate that Eleanor Roosevelt Community Learning Center is effectively addressing the needs of all students. The results of academic student performance in 2024-25 once again demonstrated marked increases in ELA and Math achievement for all student groups. The rate of increase is far outpacing the rate of performance increases seen across similar student groups at the State level. Below are some highlights of ERCLC's 2025 Dashboard results.

English Language Arts: Significant Student Group (30 or more students) Performance

All Students Group: 26.7 points below standard (Yellow color indicator). This is an increase of 15.7 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 5.1 point increase.
Students with Disabilities (SWD): 85.7 points below standard (Orange color indicator). This is an increase of 10.76 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 6.2 point increase.
Hispanic (Hisp): 21 points below standard (Yellow color indicator). This is an increase of 28.6 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 5.7 point increase.
Socioeconomically Disadvantage (SED): 29.8 points below standard (Yellow color indicator). This is an increase of 9.6 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 5.5 point increase.
White: 25.3 points below standard (Yellow color indicator). This is an increase of 8.7 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 4.7 increase.

Related to results of the student performance on the 2025 Dashboard, 75.4% of students increased their ELA performance over the prior year.

Local ELA Assessment: iReady results for 2025-26 indicate that 68% of all assessed students are reading on or above grade level. This is a 15% increase in just two years and demonstrates the focused efforts of students, parents, and school staff on increasing achievement.

Mathematics: Significant Student Group (30 or more students) Performance

All Students Group: 60.4 points below standard (Yellow color indicator). This is an increase of 29 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 5.2 point increase.
Students with Disabilities (SWD): 130.5 points below standard (Orange color indicator). This is an increase of 10.9 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 3.6 point increase.
Hispanic (Hisp): 65.4 points below standard (Yellow color indicator). This is an increase of 38.7 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 5.6 point increase.
Socioeconomically Disadvantage (SED): 71.1 points below standard (Yellow color indicator). This is an increase of 26.3 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 5.3 point increase.
White: 47.9 points below standard (Yellow color indicator). This is an increase of 29.2 points over the results in the 2024 Dashboard. The average statewide growth for this student group was a 4.2 point increase.

Related to results of the student performance on the 2025 Dashboard, 73.9% of students increased their Math performance over the prior year.

Local Math Assessment: iReady results for 2025-26 indicate that 55% of all assessed students are on or above grade level in Math. This is a 17% increase in just two years and demonstrates the focused efforts of students, parents, and school staff on increasing achievement.

ERCLC student Dashboard performance demonstrates an accelerated rate of growth for all significant student groups in ELA and Math. Additionally, the rate of growth for all significant ERCLC student groups has far outpaced the rate of growth of the State average for the same student groups. Some ERCLC student groups are also now outperforming some State student group averages and others are very near the

State average. This growth speaks to the determination of all district educational partners engaging in providing for all needs of students and the mindset of the district to always look to improve as an organization and improve upon the programs and services it provides.

College and Career Indicator: The school did not receive a color performance indicator on the 2025 Dashboard as there were only 25 students (30 needed for a color indicator), but since there were more than 11 students, the school did receive a percentage of 2024-25 graduates that were prepared for college or career per statewide measures. 52% of ERCLC graduates were identified as "Prepared" for college or career. The percentage of ERCLC students "Prepared" slightly outpaced the statewide average.

Graduation Rate Indicator: The school did not receive a color performance indicator as there were only 25 students (30 needed for a color indicator), but since there were more than 11 students, the school did receive a percentage of 2024-25 graduates earning a high school diploma. ERCLC's had a 100% Graduation Rate result on the 2025 Dashboard. The statewide average of the student 4-yr cohort graduation rate was 87.8%. Effecttve monitoring of student academic progress and course completion continues to ensure that our students graduate and thus can successfully continue their education or work opportunities.

Chronic Absenteeism and Suspension Rates: Per the 2025 Dashboard, ERCLC has a 0% rate of students who are chronically absent and also a 0% rate of students suspended during the 2024-25 school year. This points towards the school continuing to ensure that students are completing assignments and being successfully supported by our Education Coordinators. Even though ERCLC is designated as a non-classroom based charter school, there are many opportunities for students to be on site throughout the week. A 0% suspension rate points to the continued wonderful work that our staff and parents do to ensure that behaviors between students and between students and adults are strengthened and positively focused and should concerns arise, they are promptly and appropriately addressed.

Quick-Glance 2025 Dashboard Academic Performance Outcomes:

All Students Group (ERCLC Overall Performance):
ELA: 26.7 points below standard (Yellow)
Math: 60.4 points below standard (Yellow)

State of CA All Students Group (State Overall Performance):
ELA: 8.1 points below standard (Yellow)
Math: 42.4 points below standard (Yellow)

Socioeconomically Disadvantaged Students
ERCLC Socioeconomically Disadvantaged:
ELA: 29.8 points below standard (Yellow)

Math: 71.1 points below standard (Yellow)

State of CA Socioeconomically Disadvantaged:
ELA: 35.3 points below standard (Yellow)
Math: 72.9 points below standard (Yellow)

Special Education Students
ERCLC Special Education:
ELA: 85.7 points below standard (Orange)
Math: 130.5 points below standard (Orange)

State of CA Special Education:
ELA: 89.4 points below standard (Orange)
Math: 120.7 points below standard (Orange)

White Students
ERCLC White:
ELA: 25.3 points below standard (Yellow)
Math: 47.9 points below standard (Yellow)

State of CA White:
ELA: 23.8 points above standard (Green)
Math: 6.2 points below standard (Green)

Hispanic Students
ERCLC Hispanic:
ELA: 21 points below standard (Yellow)
Math: 64.4 points below standard (Orange)

State of CA Hispanic:
ELA: 33.7 points below standard (Yellow)
Math: 73.6 points below standard (Yellow)

ERCLC CCI - College and Career Indicators
25 students - 52% prepared (No performance color assigned)

State CCI - 51.7% (Green)

ERCLC does not have any unexpended LREBG funding.

2024 Dashboard Performance Results (2023-24 school year):

Eleanor Roosevelt Community Learning Center's continued focus on providing increased and improved supports and opportunities for students during the 2023-24 school year resulted in markedly improved performance results on the 2024 Dashboard. Below are some highlights of these improved results.

English Language Arts: Significant Student Group (30 or more students) Performance

All Students Group: 26.7 points below standard (Yellow color indicator). This is an increase of 25.1 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 0.4 point increase.
Students with Disabilities (SWD): 96.5 points below standard (Orange color indicator). This is an increase of 16.6 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 0.7 point increase.
Hispanic (Hisp): 49.6 points below standard (Yellow color indicator). This is an increase of 36 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 0.9 point increase.
Socioeconomically Disadvantage (SED): 39.4 points below standard (Yellow color indicator). This is an increase of 33.2 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 1.8 point increase.
White: 34 points below standard (Yellow color indicator). This is an increase of 24 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a -1.6 point decrease.

Mathematics: Significant Student Group (30 or more students) Performance

All Students Group: 89.4 points below standard (Yellow color indicator). This is an increase of 17.6 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 1.5 point increase.
Students with Disabilities (SWD): 141.4 points below standard (Orange color indicator). This is an increase of 17.9 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 2.9 point increase.
Hispanic (Hisp): 104.1 points below standard (Orange color indicator). This is an increase of 21.3 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 1.6 point increase.

Socioeconomically Disadvantage (SED): 97.4 points below standard (Orange color indicator). This is an increase of 22.4 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 2.6 point increase.
White: 77.1 points below standard (Yellow color indicator). This is an increase of 18.6 points over the results in the 2023 Dashboard. The average statewide growth for this student group was a 0.7 point increase.

As the results above for ELA and Math reflect, all ERCLC significant student groups dramatically improved performance over the prior year and also grew their performance at a much faster rate than the statewide average for these groups, thus closing the achievement gap with statewide groups.

College and Career Indicator: The school did not receive a color performance indicator as there were only 29 students (30 needed for a color indicator), but since there were more than 11 students, the school did receive a percentage of 2023-24 graduates that were prepared for college or career per statewide measures. 58.6% of ERCLC graduates were identified as "Prepared" for college or career. This was an increase of 8.6% over the prior year. The percentage of ERCLC students "Prepared" outpaced the statewide average of 45.3%. The ERCLC student groups comprising 11 students or more but less than 30 that received a percentage result were the Socioeconomically Disadvantaged and White student groups. The percentage of students in these groups reaching "Prepared" levels were 52.9% (SED) and 62.5% (White).

Graduation Rate Indicator: The school did not receive a color performance indicator as there were only 29 students (30 needed for a color indicator), but since there were more than 11 students, the school did receive a percentage of 2023-24 graduates earning a high school diploma. ERCLC's had a 100% Graduation Rate result on the 2024 Dashboard. The statewide average of the student 4-yr cohort graduation rate was 86.7%,

Chronic Absenteeism and Suspension Rates: Per the 2024 Dashboard, ERCLC has a 0% rate of students who are chronically absent and also a 0% rate of students suspended during the 2023-24 school year. This points towards the school ensuring that students are completing assignments and being successfully supported by our Education Coordinators. Even though ERCLC is designated as a non-classroom based charter school, there are many opportunities for students to be on site throughout the week. A 0% suspension rate points to the wonderful work that our staff and parents do to ensure that behaviors between students and between students and adults are positively focused and should concerns arise, they are promptly and appropriately addressed.

Quick-Glance 2024 Dashboard Academic Performance Outcomes:

All Students Group (ERCLC Overall Performance):
ELA: 42.5 points below standard (Yellow)
Math: 89.4 points below standard (Yellow)

State of CA All Students Group (State Overall Performance):

ELA: 13.2 points below standard (Orange)
Math: 47.6 points below standard (Orange)

Socioeconomically Disadvantaged Students
ERCLC Socioeconomically Disadvantaged:
ELA: 39.4 points below standard (Yellow)
Math: 97.4 points below standard (Orange)

State of CA Socioeconomically Disadvantaged:
ELA: 42.6 points below standard (Orange)
Math: 78.2 points below standard (Orange)

Special Education Students
ERCLC Special Education:
ELA: 96.5 points below standard (Orange)
Math: 141.4 points below standard (Orange)

State of CA Special Education:
ELA: 95.6 points below standard (Red)
Math: 124.3 points below standard (Red)

White Students
ERCLC White:
ELA: 34 points below standard (Yellow)
Math: 77.1 points below standard (Yellow)

State of CA White:
ELA: 19.2 points above standard (Green)
Math: 10.3 points below standard (Yellow)

Hispanic Students
ERCLC Hispanic:

ELA: 49.6 points below standard (Yellow)
Math: 104.1 points below standard (Orange)

State of CA Hispanic:
ELA: 39.3 points below standard (Orange)
Math: 79.2 points below standard (Orange)

ERCLC CCI - College and Career Indicators
29 students - 58.6 % prepared (No performance color assigned)

State CCI - 45.3% (Yellow)

Summary of Academic Outcomes for 2023-24: Upon the ending of the 2022-23 school year, there was much optimism for the 2023-24 year, as staff additions, employee focus, additions and improvements to the educational program, and a growing positive culture signaled that 2023-24 would be a year of accelerated academic outcomes. The 2024 Dashboard performance outcomes, especially relating to academics evidences the strong contributions of the focus on student success by school leadership, staff, and parents/families. Every significant student group experienced double-digit gains in ELA and Math and also outpaced the state growth average for each of these groups. The growth experienced significantly closed the performance gap between ERCLC and the state. This gained traction and momentum will be carried forward in hopes of continuing to accelerate the rate of student learning and success.

2023 Dashboard, Other Data, and Analysis

Successes and Achievements at Eleanor Roosevelt Community Learning Center (ERCLC)
2022-2023 School Year:

Challenges and Resolutions: Despite numerous challenges, ERCLC successfully addressed nearly all issues, resulting in a robust and cohesive staff, a healthy school culture, and a supportive Board of Directors.
Grants and Financial Stability: The school received substantial grants to support critical work in pathways, instruction, and learning. This financial support, coupled with a strong budget, has contributed to the school's overall stability.
Accreditation: In the spring of 2024, ERCLC achieved its first full six-year accreditation, marking a significant milestone in the school's commitment to educational excellence.
4-H Program: ERCLC launched a pioneering school-sponsored 4-H program, the first of its kind in the state, catering to students from 1st through 12th grade.
Theater and Musical Programs: The school's theater programs have been expanding, with increased musical enrichment opportunities for students, fostering a rich artistic environment.

Looking Forward:

Improved Academic Metrics: For the 2024 Dashboard, although the results are not yet available, ERCLC is optimistic. The school's efforts in pathways, A-G courses, improved testing rates, and academic growth are expected to yield positive results, setting a strong foundation for the 2024-2025 academic year.

These achievements demonstrate ERCLC's dedication to providing a comprehensive and enriching educational experience, while continuously striving for academic excellence and holistic development of its students.

Challenges Around Testing at Eleanor Roosevelt Community Learning Center (ERCLC)
The 2022-2023 academic year data highlights the performance of ERCLC in English Language Arts (ELA) and Mathematics compared to the State of California. The data is segmented by various student groups, including socio-economically disadvantaged, special education, and ethnic groups. Several factors have contributed to the lower scores, but ERCLC is committed to improvement for the spring 2024 testing and anticipates even more significant progress for the 2024-2025 academic year.

Factors Contributing to Low Scores:

Homeschool Dynamics: As a homeschool that partners with parent instructors, standardized tests like the CAASPP may not fully capture the diverse and individualized educational experiences of ERCLC students.
Data Representation: The current Dashboard and CAASPP results do not reflect the breadth of student growth and achievements in non-traditional educational areas.

Steps Toward Improvement:

Parent Collaboration: ERCLC will continue collaborating with parents to better represent the comprehensive data story of student growth and educational experiences.
Student Engagement: Efforts will be made to encourage students, particularly 8th graders (now 9th graders), to take testing seriously.
Targeted Support: Additional support will be provided to students who are behind in their academic areas, ensuring they receive the necessary help to improve.
College and Career Indicators (CCI):

Focus on Pathways: ERCLC is actively working on pathways and A-G courses to enhance college and career readiness.
Testing Rates and Academic Growth: The school is dedicated to improving testing rates and fostering academic growth, which will be reflected in future data.
Looking Forward
ERCLC is optimistic about the future. The efforts made to address current challenges and improve academic outcomes are expected to yield positive results in the upcoming years. By enhancing collaboration with parents and focusing on targeted support for students, ERCLC aims to provide a more accurate and comprehensive representation of student achievements and growth.

These initiatives, combined with the school's strong financial standing and recent achievements, position ERCLC for a promising and successful 2024-2025 academic year.

The information below is representative of 2023 Dashboard academic indicator data and will remain in the 3-year LCAP cycle so that 2023 Dashboard "Red" performance indicators can be referenced to required Actions tied to these indicator results.

CCI - College and Career Indicators
14 students - 50 % prepared

Overall Performance ERCLC Overall:
ELA: 67.6 points below standard (Orange)
Math: 107 points below standard (Red)
State of CA:
ELA: 13.6 points below standard (Orange)
Math: 49.1 points below standard (Orange)

Socio-Economically Disadvantaged Students
ERCLC Socio-Economically Disadvantaged:
ELA: 72.6 points below standard (Red)
Math: 119.8 points below standard (Red)
State of CA:
ELA: 42.6 points below standard (Orange)
Math: 80.8 points below standard (Yellow)

Special Education Students
ERCLC Special Education:
ELA: 113 points below standard (Red)
Math: 159.3 points below standard (Red)
State of CA:
ELA: 96.3 points below standard (Red)
Math: 127.3 points below standard (Orange)

White Students
ERCLC White:
ELA: 57.9 points below standard (Orange)
Math: 95.6 points below standard (Red)
State of CA:

ELA: 20.8 points above standard (Green)
Math: 11.1 points below standard (Yellow)

Hispanic Students
ERCLC Hispanic:
ELA: 85.6 points below standard (Red)
Math: 125.3 points below standard (Red)
State of CA:
ELA: 40.2 points below standard (Orange)
Math: 80.8 points below standard (Orange)

2023 Dashboard Summary:
The ERCLC shows a significant performance gap compared to the state averages, particularly in Mathematics where most student groups fall into the Red category, indicating they are well below the state standards. While ELA performance is slightly better than Math, it still falls below the state standards across all categories. The data highlights a critical need for targeted interventions to support the academic achievements of students at ERCLC, especially for socio-economically disadvantaged, special education, and Hispanic students.

Eleanor Roosevelt has spent all apportioned Learning Recovery Emergency Block Grant funding prior to June 30, 2025.

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.

Eleanor Roosevelt Community Learning Center is not 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (Classified, Educational Coordinators - Teachers, Hourly Staff, Administration)	At ERCLC, staff are valued educational partners whose expertise, insights, and collaboration are essential to the success of our students and school community. We intentionally create multiple opportunities for staff to participate in decision-making, problem-solving, and continuous improvement efforts throughout the year. Feedback is gathered through weekly staff meetings, Professional Learning Community (PLC) meetings, grade-level discussions, focus groups, individual conversations, and collaborative planning sessions. This ongoing dialogue ensures that staff voices are heard and that those closest to students and families help guide program development and school improvement initiatives. Our shared leadership approach empowers staff to take an active role in shaping school goals, instructional practices, student supports, and organizational systems. Formal and informal conversations throughout the school year and during weekly staff meeting consultation regarding the needs of students, families, and staff has been instrumental in helping ERCLC remain responsive, innovative, and student-centered. By fostering trust, transparency, and professional collaboration, we cultivate a culture where staff members feel ownership of both challenges and successes. Staff engagement also played an important role during our recent accreditation process, where employees worked alongside families,

Educational Partner(s)	Process for Engagement
	students, and community stakeholders to reflect on our strengths and identify opportunities for growth. There were 5 stakeholder groups that met every month to develop the action plan for accreditation. The result was the successful achievement of a full six-year accreditation term, affirming the quality of our programs and the effectiveness of our collaborative practices. This same commitment to partnership contributed to significant academic growth this year and continues to drive our efforts toward excellence. Moving forward, ERCLC remains committed to engaging staff as educational partners by providing meaningful opportunities for input, leadership, innovation, and professional growth. Staff meets weekly as a PLC and twice a month in grade level or content specific areas including meeting with the leadership team. Together, we will continue to strengthen our programs, support student achievement, and advance our mission of creating personalized, engaging, and effective learning experiences for every student.
Parents, Students, and Community, School Advisory Committee (SAC) (SAC also functioned as the PAC for purposes of LCAP development)	ERCLC places great importance on fostering open communication, meaningful collaboration, and shared decision-making among parents, students, staff, community members, and the School Advisory Committee (SAC). Throughout the year, with a minimum of four SAC meetings, educational partners are provided multiple opportunities to share feedback, discuss needs, address concerns, and help shape the future direction of our school. These interactions occur through a variety of formats, including School Advisory Committee meetings, Booster Club meetings, parent forums, student leadership meetings, staff meetings, community partner discussions, and individual conversations. Booster club meets weekly with families and monthly with official meetings. Their gathered feed back is shared with the leadership team. During the 2025–2026 school year, ERCLC actively sought input from educational partners regarding school strengths, areas for growth, student achievement, school climate, student engagement, and future program development. Feedback was collected through surveys,

Educational Partner(s)	Process for Engagement
	public meetings, focus groups, student discussions, parent consultations, and ongoing communication with staff and community stakeholders. Particular attention was given to gathering perspectives from families representing diverse grade levels, student groups, and learning needs to ensure broad representation in the planning process. Educational partner feedback highlighted several areas of importance, including continued academic growth, expansion of enrichment opportunities, support for student social-emotional well-being, increased access to college and career readiness experiences, special education services, parent education opportunities, and maintaining the strong sense of community that defines ERCLC. Families and students also expressed appreciation for the personalized learning model, dedicated staff, flexible learning opportunities, and the welcoming school culture. One particularly meaningful outcome of this engagement process was a parent-driven request for increased opportunities for families to learn from and support one another. In response, a group of parents collaborated to design and host a homeschool mini-conference for fellow ERCLC families. The event provided workshops, resources, and opportunities for connection among parents and was an overwhelming success. This initiative exemplifies the power of educational partner engagement, demonstrating how parent input can evolve into meaningful action that strengthens the entire learning community. The school offered nine training specific meetings for parents specifically, and tutoring / coaching on a weekly basis. The input gathered from educational partners directly informed the development of the Local Control and Accountability Plan (LCAP) and the annual review of actions and services. Feedback was analyzed by school leadership and the School Advisory Committee to identify priorities, allocate resources, and refine goals that support student success. Through this collaborative process, ERCLC ensures that the voices of parents, students, staff, and community members remain central to decision-making and continuous improvement efforts.

Educational Partner(s)	Process for Engagement
	Surveys are given in January every year to gather feedback from parents and students. Moving forward, ERCLC remains committed to maintaining strong partnerships with educational partners and providing ongoing opportunities for engagement, feedback, and participation. By working together, we strengthen our ability to meet the evolving needs of students and families while advancing our mission of providing personalized, high-quality educational opportunities for all learners.
Special Education Including SELPA	The Special Education Team, in collaboration with parents and caregivers, meets with families monthly and other times throughout the whole year to engage in reflective discussions focused on celebrating successes, identifying challenges, and continuously improving services for students with disabilities. These meetings provide opportunities for families and staff to share feedback, discuss student needs, review program effectiveness, and explore strategies to strengthen support systems for students and families. The leadership team meets with special education team once a month. During the 2025–2026 school year, the Special Education Department experienced significant growth and expansion. Based on feedback from families, staff, and analysis of student needs, ERCLC added an additional full-time Special Education teacher to increase service capacity and provide more direct support to students. Also, we added a full-time psychologist in 2024-2025. This additional staffing has improved access to services, enhanced collaboration with families and Education Coordinators, and strengthened our ability to provide timely interventions and individualized support. A cornerstone of our continuous improvement efforts is the use of data to inform decision-making and guide program development. The Special Education Team regularly reviews academic performance, progress toward Individualized Education Program (IEP) goals, service delivery data, attendance, and behavioral outcomes to evaluate effectiveness and identify areas for growth. These data discussions help ensure that services remain responsive to student needs and aligned with best practices.

Educational Partner(s)	Process for Engagement
	Feedback gathered from parents and educational partners during the year highlighted the importance of continued communication, accessible services, increased support for students with unique learning needs, and opportunities for family involvement in the educational process. Parents also expressed appreciation for the individualized attention, collaborative approach, and commitment of staff to student success. As a result of these collaborative efforts, ERCLC has seen encouraging growth in student outcomes, increased family engagement, and strengthened support systems for students receiving special education services. The input and recommendations provided by parents and the Special Education Team directly informed the development of the 2025–2026 LCAP and ongoing program improvements. Moving forward, ERCLC remains committed to partnering with families as essential educational partners, using data-driven decision-making, and continuously refining services to ensure that every student with disabilities has access to meaningful educational opportunities, individualized support, and a pathway to success.

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

Similar to last year, staff would like to continue in the following areas:
As valued educational partners, ERCLC staff provide ongoing input through weekly staff meetings, Professional Learning Community (PLC) meetings, department collaboration, leadership discussions, surveys, and individual feedback opportunities. Staff perspectives play an important role in evaluating current programs, identifying areas for improvement, and informing the development of the Local Control and Accountability Plan (LCAP).

During the 2025–2026 school year, staff identified several priorities to support student success, strengthen school systems, and enhance the educational experience for students and families.

Special Education and Student Support Systems

Staff expressed a desire for continued refinement of Special Education services and Multi-Tiered System of Supports (MTSS) processes to ensure students receive timely, coordinated, and effective interventions. Team members emphasized the importance of clear procedures, consistent communication, and collaborative systems that support academic, behavioral, and social-emotional needs across all student groups.

Counseling and Social-Emotional Supports
Staff identified the need for expanded counseling services and additional student support resources, particularly at the downtown campus. Feedback highlighted the importance of providing proactive social-emotional learning opportunities, mental health supports, life skills development, and responsive interventions that promote student well-being and engagement.

Curriculum, Instructional Resources, and Library Materials
Staff expressed interest in continuing to strengthen instructional resources by expanding curriculum options, updating educational materials, and refreshing portions of the school library collection. Educational partners emphasized the importance of maintaining high-quality, standards-aligned resources that support personalized learning, student engagement, and diverse learning needs.

Facilities and Learning Environments
Staff identified facility improvements as a priority, particularly at the downtown campus. Feedback included the need for expanded learning spaces, improved student gathering areas, additional outdoor and recreational opportunities, and safer, more engaging play environments that support both academic learning and student well-being.

Organizational Growth and Program Capacity
As enrollment and student needs continue to grow, staff expressed support for strategically expanding programs, personnel, and resources to ensure ERCLC can maintain its high level of individualized service while continuing to provide a welcoming, student-centered learning environment.

The feedback provided by staff will be incorporated into the 2026–2027 LCAP planning process and will help guide future goals, actions, and resource allocation. ERCLC remains committed to engaging staff as educational partners and using their expertise to strengthen programs, improve student outcomes, and support the continued growth of our learning community.

Parents, Students, and Community, School Advisory Committee
In summary, our community would like the following:
Through surveys, parent meetings, School Advisory Committee discussions, student leadership input, Special Education meetings, Booster Club conversations, and individual stakeholder feedback, ERCLC gathered valuable input to guide planning for the 2026–2027 school year. Educational partners expressed strong appreciation for the school's personalized learning model, supportive staff, flexible learning opportunities, enrichment programs, and strong sense of community. Families and students also identified several priorities for continued growth and improvement.

Academic Support and Curriculum

Parents expressed a desire for expanded curriculum options across grade levels, along with additional guidance and training to help families effectively implement curriculum in the home learning environment. Families also requested increased tutoring and intervention support, particularly in reading, writing, and mathematics, to help students accelerate learning and meet academic goals.

Parent Education and Homeschool Support
Families expressed interest in additional parent workshops and learning opportunities focused on homeschooling strategies, curriculum implementation, student support, and educational planning. Parents also requested more opportunities to connect with one another, collaborate, and share resources. This feedback led to the successful parent-led homeschool mini-conference, which demonstrated the value of family-to-family support and learning.

Student Wellness and Social-Emotional Support
Parents and students identified a continued need for social-emotional learning opportunities, counseling services, life skills instruction, and programs that support student well-being, resilience, and healthy relationships. Educational partners emphasized the importance of balancing academic growth with the development of social and emotional competencies.

Expanded Learning Opportunities
Educational partners requested additional Visual and Performing Arts (VAPA) offerings, enrichment classes, and opportunities for students to explore their interests through hands-on learning experiences. Families also expressed interest in increasing options and support for students who do not regularly attend on-campus enrichment programs, ensuring equitable access to educational opportunities regardless of location or learning preference.

High School and College/Career Readiness
Families and students requested expanded high school course offerings, including additional A-G approved classes, dual enrollment opportunities, career exploration experiences, industry certifications, internships, job-shadowing opportunities, and trade and technical skill pathways. Educational partners emphasized the importance of clear postsecondary pathways that support both college-bound students and those pursuing career-focused options.

Facilities and Learning Environments
Parents expressed a desire for continued improvement of learning spaces, play areas, and student facilities, particularly at the downtown campus. Educational partners noted the importance of safe, welcoming, and engaging environments that support both academic and social development.

Vendor Program and Flexible Learning Supports
Families strongly supported maintaining and expanding the vendor program, recognizing its importance in providing personalized educational opportunities. Parents also requested additional resources, services, and support systems for families participating primarily through independent learning and off-campus educational experiences.

ERCLC will use this feedback to inform the development of the 2026–2027 LCAP, guide resource allocation decisions, and prioritize actions that support student achievement, engagement, wellness, and family satisfaction. The school remains committed to partnering with educational partners to ensure programs and services continue to reflect the evolving needs of students and families.

SELPA meetings were held 3 times for the year with the SELPA and through the development of an improved action targeted review plan for students, the team met more frequently in the development.
1. The main suggestion was to continue with the great additional staffing added to support the needs of service of our student population and to look for more strategic academic support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ERCLC will show measurable improvement in Mathematics and English Language Arts, while still building a passion for learning across multiple disciplines.	Broad 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although we are a homeschool, our commitment is still to ensure each and every child is provided an educational experience that promotes their academic progress in multiple measures of growth. After reviewing the results of the 2023 California Dashboard and our local assessments, our students are still below standard, especially in mathematics. ERCLC will strive to make sure that all students will be able to demonstrate the knowledge and skills necessary to be on track for their foundational core skills including college and career readiness at their grade level. Therefore, our goal is to partner with the homeschool educational parent and work towards students reaching Standard Met and Exceeded in CAASSP at least above the State average and also ensuring all students show annual growth in the local IREADY assessment beginning in 2023.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	“All Students” Performance on the SBAC ELA Assessment (CAASPP)	2022-2023 ELA CAASPP data shows we were -67.6 points below standard. Our goal is to grow above State average.	2023-2024 ELA CAASPP data shows we were -42.5 points below standard. (2024 Dashboard)	2024-25 ELA CAASPP data shows we were 26.7 points below standard. (2025 Dashboard)	5 points above standard	+ 40.9 point increase toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	“All Students” Performance on the SBAC Math Assessment (CAASPP)	2022-2023 Math CAASPP data shows we were -107 points below standard. Our goal is to grow above State average.	2023-2024 Math CAASPP data shows we were -89.4 points below standard. (2024 Dashboard)	2024-25 Math CAASPP data shows we were 60.4 points below standard. (2025 Dashboard)	-40 points below standard	+ 46.6 point increase toward Standard
1.3	“Socioeconomically Disadvantaged Group” Performance on the SBAC ELA Assessment (CAASPP)	2022-2023 ELA CAASPP data shows we were -72.6 points below standard. Our goal is to grow above State average.	2023-2024 ELA CAASPP data shows we were -39.4 points below standard. (2024 Dashboard)	2024-25 ELA CAASPP data shows we were 29.8 points below standard. (2025 Dashboard)	-35 points below standard	+ 42.8 point increase toward Standard
1.4	“Socioeconomically Disadvantaged Group” performance on the SBAC Math Assessment (CAASPP)	2022-2023 Math CAASPP data shows we were -119.8 points below standard. Our goal is to grow above State average.	2023-2024 Math CAASPP data shows we were -97.4 points below standard. (2024 Dashboard)	2024-25 Math CAASPP data shows we were 71.1 points below standard. (2025 Dashboard)	-75 points below standard	+ 48.7 point increase toward Standard
1.5	“Students with Disabilities Group” Performance on the SBAC ELA Assessment (CAASPP)	2022-2023 ELA CAASPP data shows we were -113 points below standard. Our goal is to grow above State average.	2023-2024 ELA CAASPP data shows we were -96.5 points below standard. (2024 Dashboard)	2024-25 ELA CAASPP data shows we were 85.7 points below standard. (2025 Dashboard)	-90 points below standard	+ 27.3 point increase toward Standard
1.6	“Students with Disabilities Group” Performance on the	2022-2023 Math CAASPP data shows we were -159.3 points below standard. Our	2023-2024 Math CAASPP data shows we were -	2024-25 Math CAASPP data shows we were	-120 points below standard	+ 28.8 point increase toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SBAC Math Assessment (CAASPP)	goal is to grow above State average.	141.4 points below standard. (2024 Dashboard)	130.5 points below standard. (2025 Dashboard)		
1.7	Maintain above 95% percent tested for SBAC (CAASPP)	(2022-23) 96.6 % tested in both ELA and Math Correction to Baseline Information: 2022-23 testing participation rates above were incorrectly reported. Below is the corrected Baseline information for 2022-23. ELA CAASPP testing participation rate for the All Students group - 84% Math CAASPP testing participation rate for the All Students group - 84% (2023 Dashboard)	2023-24 ELA CAASPP testing participation rate for the All Students group - 97% 2023-24 Math CAASPP testing participation rate for the All Students group - 97% (2024 Dashboard)	2024-25 ELA CAASPP testing participation rate for the All Students group - 99% 2024-25 Math CAASPP testing participation rate for the All Students group - 99% (2025 Dashboard)	Maintain above 95%	+ 15% increase – ELA + 15% increase - Math
1.8	Maintain Above 95% Percent Tested for CAST	2022-2023 91.845 tested in CAST Correction to Baseline Information: 2022-23 testing participation rates above were incorrectly reported.	2023-24 CAST CAASPP testing participation rate for the All Students group - 93% (2024 Dashboard)	2024-25 CAST CAASPP testing participation rate for the All Students group - 99% (2025 Dashboard)	Maintain above 95%	+ 13.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below is the corrected Baseline information for 2022-23. CAST CAASPP testing participation rate for the All Students group - 85.2%				
1.9	Percentage of Teachers Mis-Assigned	0% (2023-24)	0% (2024-25)	0% (2025-26)	Maintain 0%	No difference
1.10	Percentage of Teachers Fully Credentialed	92% fully credentialed teachers (2023-2024)	97% fully credentialed (1 intern) (2024-25)	96.9% fully credentialed (2025-26)	100% fully credentialed	+ 4.9% increase
1.11	Student or Parent Participation in Tutoring Support (ELA)	46% of students more than 1 year behind. We will increase the number of focused tutoring support for students more than 1 year behind on IReady diagnostic in ELA. (2023-24)	45% of students more than 1 year behind participated in support through Iready or in person (2024-25)	54% of students more than a year behind participated in IReady lessons (2025-26)	50% of the 46% of students behind receiving additional specialized support.	Increase of 8%
1.12	Student or Parent Participation in Tutoring Support (Math)	62% of students more than 1 year behind. We will increase the number of focused tutoring support for students more than 1	38% of students more than 1 year behind participated in support through IReady or in person	42% of students more than a year behind participated in IReady lessons (2025-26)	50% of students behind receiving additional specialized support.	Decrease of 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year behind on IReady diagnostic in Math. (2023-24)	(2024-25)			
1.13	IReady - ELA -Reading (Students at Grade Level)	Reading (Grades 3-12) 54% at grade level (2023-2024 Spring Diagnostic)	Reading (Grades 3-12) 61% at grade level (2024-25 Spring Diagnostic)	Reading (Grades 3-12) 68% at grade level (2025-26 Spring Diagnostic)	74% of students are proficient or above	Increase of 14%
1.14	iReady - Math (Student at Grade Level)	Math (Grades 3-12) 38% at grade level (2023-2024 Spring Diagnostic)	Math (Grades 3-12) 56% at grade level (2024-25 Spring Diagnostic)	Math (Grades 3-12) 55% at grade level (2025-26 Spring Diagnostic)	50% of students are proficient or above in math	Increase of 17%
1.15	iReady - Local Assessment Participation Percentage	98% of students participating in iReady interim assessments (two assessment cycles per year). (2023-24)	98.5% of enrolled students participating in IReady twice a year (2024-25)	98.5% of enrolled students participating in IReady twice a year (2025-26)	98%	Increase of 0.5%
1.16	Staff Implementation of State Content Standards	100% of Educational Coordinators working with students and families utilize State grade level Standards during student progress and support meetings to ensure parents are instructing with the goal	100%	100%	Maintain 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of meeting grade level learning goals.				
1.17	“White Student Group” Performance on the SBAC ELA Assessment (CAASPP)	57.9 points below Standard. (2023 Dashboard)	34 points below Standard. (2024 Dashboard)	25.3 points below Standard. (2025 Dashboard)	At Standard Performance	+ 32.6 point increase toward Standard
1.18	“White Student Group” Performance on the SBAC Math Assessment (CAASPP)	95.6 points below Standard (2023 Dashboard)	77.1 points below Standard. (2024 Dashboard)	47.9 points below Standard. (2025 Dashboard)	35 points below Standard	+ 47.7 point increase toward Standard
1.19	“Hispanic Student Group” Performance on the SBAC ELA Assessment (CAASPP)	85.6 points below Standard (2023 Dashboard)	49.6 points below Standard. (2024 Dashboard)	21 points below Standard. (2025 Dashboard)	15 points below Standard	+ 64.6 point increase toward Standard
1.20	“Hispanic Student Group” Performance on the SBAC Math Assessment (CAASPP)	125.3 points below Standard (2023 Dashboard)	104.1 points below Standard. (2024 Dashboard)	65.4 points below Standard. (2025 Dashboard)	45 points below Standard	+ 59.9 point increase toward Standard

Goal Analysis [2025-26]

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

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

Action 1.1 (Tutoring: Instructional aides and PT teacher) - Aides and a PT Certificated teacher will provide small group intervention support in new tutoring lab hours and scheduled support for ELA and mathematics for designated tutoring lab time to all students including Low Income Students-SED.: This Action was fully implemented.

Action 1.2 (Psychologist (FT)) - A psychologist will provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. They will monitor student performance to ensure no student is left behind due to social emotional needs and will improve our community outreach and social emotional counseling needs.: This Action was fully implemented.

Action 1.3 (ELA/Math Materials and other online support materials) - Provide all students and Low Income students with additional support materials for reading/writing, including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.: This Action was fully implemented.

Action 1.4 (Science Curriculum and Materials) - Improve Science Curriculum and Wet Labs with alignment to California State Content Standards-NGSS to engage passion for learning and to facilitate the development of oral language and academic vocabulary.: This Action was partially implemented. Wet labs were not completed due to staffing needs.

Action 1.5 (Awards/Incentive) - Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math, testing completion and passion projects.: This Action was fully implemented.

Action 1.6 (Education Coordinators - Elementary) - Elementary Education Coordinators to support individualized learning: This Action was fully implemented.

Other than the staffing needs challenge in Action 1.4, there were no relevant successes nor challenges with the implementation process of other Actions under this Goal.

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.

Action 1.6 - Education Coordinators – Elementary (Increase): Hired more elementary teachers due to increase in enrollment for 2025-26 school year.

Action 1.7 - Professional Development (Decrease): Staff did not attend the CA Charter School Association annual conference this year.

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

Action 1.1 (Tutoring: Instructional aides and PT teacher) - Aides and a PT Certificated teacher will provide small group intervention support in new tutoring lab hours and scheduled support for ELA and mathematics for designated tutoring lab time to all students including Low Income Students-SED.: This Action was effective. SBAC results showed significant increases in achievement for all student groups in both ELA and Math. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. iReady results continue to demonstrate student achievement success as results are dramatically increased over Baseline data.

Action 1.2 (Psychologist (FT)) - A psychologist will provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. They will monitor student performance to ensure no student is left behind due to social emotional needs and will improve our community outreach and social emotional counseling needs.: This Action was effective. SBAC results showed significant increases in achievement for all student groups in both ELA and Math. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. iReady results continue to demonstrate student achievement success as results are dramatically increased over Baseline data.

Action 1.3 (ELA/Math Materials and other online support materials) - Provide all students and Low Income students with additional support materials for reading/writing, including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.: This Action was effective. SBAC results showed significant increases in achievement for all student groups in both ELA and Math. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. iReady results continue to demonstrate student achievement success as results are dramatically increased over Baseline data.

Action 1.4 (Science Curriculum and Materials) - Improve Science Curriculum and Wet Labs with alignment to California State Content Standards-NGSS to engage passion for learning and to facilitate the development of oral language and academic vocabulary.: This Action was effective. Dashboard (2025) information showed a BLUE performance result compared to a YELLOW result for the State Average. Though not yet an official performance indicator on the Dashboard, the State does provide performance results. ERCLC's overall Science results show an increase of 7.8 points over the prior year. The State average growth was 1.5 points over that same period.

Action 1.5 (Awards/Incentive) - Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency, ELA and math, testing completion and passion projects.: This Action was effective. SBAC results showed significant increases in achievement for all student groups in both ELA and Math. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. iReady results continue to demonstrate student achievement success as results are dramatically increased over Baseline data. Providing student recognition for the gains in progress, achievement and effort is proving beneficial in motivating many students to do their very best.

Action 1.6 (Education Coordinators - Elementary) - Elementary Education Coordinators to support individualized learning: This Action was effective. SBAC results showed significant increases in achievement for all student groups in both ELA and Math. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. iReady results continue to demonstrate student achievement success as results are dramatically increased over Baseline data.

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.

Metric 1.16 was added to meeting State progress monitoring requirements under LCFF Priority 2.

Metrics 1.17 - 1.20 were added under this Goal to reflect visible progress monitoring of other ERCLC significant student groups (30 or more students) and also 2023 Dashboard Red Indicator requirements.

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	Tutoring: Instructional Aides and PT Teacher	Aides and a PT Certificated teacher will provide small group intervention support in new tutoring lab hours and scheduled support for ELA and mathematics for designated tutoring lab time to all students including Low Income Students-SED. (LCFF/Title I) This Action addresses red 2023 Dashboard results for: Mathematics: District - All, SWD, White, Hispanic, and SED. This Action addresses red 2023 Dashboard results for: ELA: SWD, Hispanic, and SED.	$243,124.00	Yes
1.2	Psychologist (FT)	A psychologist will provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. They will monitor student performance to ensure no student is left behind due to social emotional needs and will improve our community outreach and social emotional counseling needs.	$154,955.00	Yes
1.3	ELA/Math Materials and Other Online Support Materials	Provide all students and Low Income students with additional support materials for reading/writing, including leveled books, news magazines, and student workbooks. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks. (LCFF - Sup/Conc.)	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action addresses red 2023 Dashboard results for: ELA: SWD, Hispanic, and SED.		
1.4	Science Curriculum and Materials	Improve Science Curriculum and Wet Labs with alignment to California State Content Standards-NGSS to engage passion for learning and to facilitate the development of oral language and academic vocabulary. (LCFF)	$40,000.00	No
1.5	School Connectedness and Engagement	Students will be provided opportunities to participate in school community and peer relationship building activities that foster connectedness, celebrate achievements, and promote a high-achieving mindset. Through elevating a sense of belonging, strengthening school community ties, and recognizing individual and group achievements, school climate survey connectedness indicators and student engagement/academic metrics will be positively impacted .	$15,000.00	No
1.6	Education Coordinators - Elementary	Elementary Education Coordinators to support individualized learning to students and ensure successful attainment of grade-level standards.	$1,276,310.00	Yes
1.7	Professional Development	Academic - Math, Gifted Education, Academic and Literacy Support Professional Development (LCFF/Title II)	$28,019.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Since parents are educational partners and a crucial part of our community, we will increase parent participation in classes, resources, and facilities use, while improving site facilities for improved learning spaces.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

Parents have expressed their desire to increase involvement on-site and participation in school events and daily opportunities. Families have expressed that they would like social emotional classes, opportunities to gather and support each other at on-campus facilities, additional meeting spaces, tutoring, community trips, and to utilize additional resources for families learning off campus. As a charter home school, it is very important and healthy for students to maintain strong peer connections. This not only contributes to their social-emotional well-being but also positively impacts their engagement level when they are on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities are Maintained in Good Repair	Facilities will receive an overall rating of “Good”. (2023-2024) – per site self-inspection SARC	0% of students expelled from school (2024-2025)	Facilities received on overall rating of "Good". (2025-2026)	Maintain Good or Excellent Facilities	No difference
2.2	School Attendance Rate	As a Non-Class based school student work is attendance.	98% (2024-25)	98.92% (2025-26)	Maintain 98% attendance rate	1.92% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		97% (2023-24)				
2.3	Chronic Absenteeism Rate	0% of students chronically absent (2023 Dashboard)	0% of students chronically absent (2024 Dashboard)	0% of students chronically absent (2025 Dashboard)	Maintain 0% chronically absent	No difference
2.4	Pupil Suspension Rate	0% of pupils suspended (2023 Dashboard)	0% of pupils suspended (2024 Dashboard)	0% of pupils suspended (2025 Dashboard)	Maintain 0% chronically absent	No difference
2.5	Pupil Expulsion Rate	0% of students expelled from school (2023-2024)	0% of students expelled from school (2024-2025)	0% of students expelled from school (2025-2026)	Maintain 0% chronically absent	No difference
2.6	Pupils Have Sufficient Access to the Standards-Aligned Instructional Materials and a Broad Course of Study (A-G for high school)	100% of students have sufficient access. (2023-2024)	100% of students have sufficient access. (2024-2025)	100% of students have sufficient access. (2025-2026)	Maintain 100% of students having sufficient access.	No difference
2.7	Parent Workshops to improve Homeschooling and Community	Fall of 2024 there are four opportunities for parent workshops offered. (2023-2024)	4 Workshops and monthly individual support was offered. (2024-2025)	9 Workshops and one mini-conference were offered (2025-26)	6 annual opportunities for parent workshops	Increase of 6 opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Total Library Circulations	As a homeschool parent use of materials is crucial to student success. In 2023-24, there was an average of 17,000 circulations.	Use grew to over 18,200 circulations this year.	This metric has been deleted and was not utilized as a measure of progress in 2025-26.	Metric deleted.	Metric deleted.
2.9	Parent use of ERS Materials Through TCOE.	In 2024-2025 we will establish a baseline.	Still working on accessing this data.	This metric has been deleted and was not utilized as a measure of progress in 2025-26.	Metric deleted.	Metric deleted.
2.10	Middle School Dropout Rate	0% (2023-24)	0% (2024-25)	0% (2025-26)	Maintain at less than 1%	No difference
2.11	High School Dropout Rate	0% (2023-24)	0% (2024-25)	0% (2025-26)	Maintain at less than 1%	No difference
2.12	Graduation Rate	92.9% (2023 Dashboard)	100% (2024 Dashboard)	100% (2025 Dashboard)	Maintain above 98%	7.1% increase
2.13	Student, Staff, and Parent Sense of School Safety and Connectedness	Baseline with be established with results of surveys administered in the 2026-27 school year.			Target will be established upon results of 2026-27 surveys.	No data for comparison

Goal Analysis [2025-26]

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

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

Action 2.1 (Librarian) - Provide a full time librarian to increase student access to books, resources, technology, and to support parents/teachers with the implementation of the English Language Arts California State Standards: This Action was fully implemented.

Action 2.2 (Library Books and Materials) - Improve and increase library selections for all students: This Action was fully implemented.

Action 2.3 (Special Education Teacher) - Through additional support of special services and counseling, for Unduplicated Pupils, families will have more support on-site and this will increase participation through connection.: This Action was fully implemented.

Action 2.4 (Improved Facilities for Learning) - ERCLC will provide increased facilities for additional learning spaces, satellite resource support, and including relocatables for expanded tutoring and support services: This Action was fully implemented.

Action 2.5 (Shade and Concrete for outdoor learning) - Improve and add shade structures for Ag area, play structures, stage area, and other areas for learning which will encourage time on campus.: This Action was fully implemented.

Action 2.6 (Irrigation, outdoor land, and indoor facility improvements for learning areas) - ERCLC will improve the irrigation for the 4H and community garden areas, and other indoor and outdoor improvements.: This Action was fully implemented.

Action 2.7 (Certificated Staff -High School) - High School certificated staff has greatly expanded the support, enrichment, and new classes for parents and students in the learning process, tutoring, math/ELA classes and coaching for parent educators.: This Action was fully implemented.

There were no relevant successes nor challenges with the implementation process of any Action under this Goal.

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.

Action 2.2 – Library Books and Materials (Increase): Increase in enrollment by 100 students for 2025-26 necessitated increased purchases of library materials.

Action 2.3 – Special Education Teacher (Increase): Hired one additional SPED teacher.

Action 2.4 – Improved Facilities for Learning (Increase): Improve facilities needed for planned student growth and increase in cost due to inflation.

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

Action 2.1 (Librarian) - Provide a full time librarian to increase student access to books, resources, technology, and to support parents/teachers with the implementation of the English Language Arts California State Standards: This Action was effective. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of solid state assessment performance increases indicate that this Action, in conjuction with other Action supports, is resulting in accelerated positive outcomes for students. Students and families are accessing library materials to support teaching and learning of academic content areas, as well as accessing the library for enrichment materials to further support and extend learning.

Action 2.2 (Library Books and Materials) - Improve and increase library selections for all students: This Action was effective. 75.4% of students improved their SBAC score results from the prior year in ELA, and 73.9% of students improved their SBAC score from the prior year. Results of the CAST (State Science Assessment) on the Dashboard is a BLUE indicator. Two consecutive years of soiid state assessment performance increases indicate that this Action, in conjunction with other Action supports, is resulting in accelerated positive outcomes for students. Students and families are accessing library materials to support teaching and learning of academic content areas, as well as accessing the library for enrichment materials to further support and extend learning.

Action 2.3 (Special Education Teacher) - Through additional support of special services and counseling, for Unduplicated Pupils, families will have more support on-site and this will increase participation through connection.: This Action was effective. SBAC results showed dramatic increases for special education students.

Action 2.4 (Improved Facilities for Learning) - ERCLC will provide increased facilities for additional learning spaces, satellite resource support, and including relocatables for expanded tutoring and support services: This Action was effective. Additional classrooms and improved learning spaces increased enrichment and instruction for students. This also provided a welcoming and engaging, learning and social environment, including increasing safety for students in the learning environment.

Action 2.5 (Shade and Concrete for Outdoor Learning - Action Completed) - Improve and add shade structures for Ag area, play structures, stage area, and other areas for learning which will encourage time on campus.: This Action was completed the prior year.

Action 2.6 (Irrigation, Outdoor Land, and Indoor Facility Improvements for Learning Areas - Action Completed) - ERCLC will improve the irrigation for the 4H and community garden areas, and other indoor and outdoor improvements.: This Action was completed the prior year.

Action 2.7 (Certificated Staff - High School) - High School certificated staff has greatly expanded the support, enrichment, and new classes for parents and students in the learning process, tutoring, math/ELA classes and coaching for parent educators.: This Action was effective.

Additional staffing has greatly improved academic support and parental support for both students and families. Our SBAC results have improved drastically which is a direct reflection of the success of our increased support through teachers.

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.

Action 2.4 has been completed and will not be carried forward into the 2026-27 LCAP as an active Action.

Metric 2.7 - The Target for Year 3 Outcome has been revised to reflect a more attainable growth goal during the 3-year LCAP cycle.

Metrics 2.8 and 2.9 - These metrics have been deleted from the LCAP. They are will remain as a placeholder in the 2026-27 LCAP as a record in the document. As the district evolves in its continuous improvement process, it will seek to utilize metrics which can more effectively measure the impact of particular Actions, as well as facilitate the access of progress monitoring data.

Metrics 2.10. 2.11, and 2.12 were added under this Goal, as they are required measurements of progress.

Metric 2.13 - Added as a measurement to meet requirements of LCFF Priority 6 and further inform upon school culture and environment.

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	Librarian	Provide a full time librarian to increase student access to books, resources, technology, and to support parents/teachers with the implementation of the English Language Arts California State Standards (CSS). (LCFF)	$153,303.00	Yes
2.2	Library Books and Materials	Improve and increase library selections for all students	$31,500.00	Yes
2.3	Special Education Teacher	Through additional support of special services and counseling, for unduplicated pupils, families will have more support on-site and this will increase participation through connection.	$850,640.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Improved Facilities for Learning (Action Completed)	ERCLC will provide increased facilities for additional learning spaces, satellite resource support, and including relocatables for expanded tutoring and support services (LCFF) This Action has been completed.		
2.5	Shade and Concrete for Outdoor Learning (Action Completed)	Improve and add shade structures for Ag area, play structures, stage area, and other areas for learning which will encourage time on campus. This Action has been completed.		
2.6	Irrigation, Outdoor Land and Indoor Facility Improvements for Learning Areas (Action Completed)	ERCLC will improve the irrigation for the 4H and community garden areas, and other indoor and outdoor improvements. This Action has been completed.		
2.7	Certificated Staff - High School	High School certificated staff has greatly expanded the support, enrichment, and new classes for parents and students in the learning process, tutoring, math/ELA classes and coaching for parent educators.	$1,410,426.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ERCLC will increase visual and performing arts opportunities, 4H schoolwide, other CTE pathways, counseling and social-emotional learning support for students. We believe these things are crucial for our students' college, career and community readiness, and most importantly, learner confidence.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In a K-12 system, many of our students participate in our school from TK to graduation. For the long-term success of students, it is important to offer a comprehensive range of exploratory opportunities to prepare them for college and career. Student's participating in our program will receive exploratory hands on learning which develops depth and complexity of cognitive abilities. Experiences ensure our students, even in homeschool, will be well-rounded individual's capitalizing on their personal strengths and preferences. As our school encourages diversity, multi-age and cultural depth, innovation and passion, and to support the larger community of good, our program will strive to continue to develop these opportunities that support the growth of the whole child. Providing a broad range of study for our students is important in preparing them for college and career readiness. As a community learning center, adequate facilities, staffing, and exploratory learning through both focused and broad offerings are the building blocks for amazing humans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Graduates Meeting UC and CSU Entrance Requirements	2024 The school received its first full 6 year accreditation approval. In 2023-2024 school year students completing A-G college requirements increased from 0 to 25	27.6% (2023-24)	16% (2024-25)	50% of graduates will meet UC/CSU entrance requirements.	Increase of 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Corrected information below: 2022-23 results were reported in error. Dashboard data reflects 0% of graduates met UC/CSU entrance requirements. A local error in reporting of information resulted in the percentage of 0% being reported on the Dashboard. (2022-23)				
3.2	Number of College Classes Students Have Completed.	119 college classes completed (2023-24)	71 classes completed (2024-2025)	77 classes completed (2025-26)	College classes completed: 85	Decrease of 42 classes
3.3	Percentage of Students Who Participate in, and Demonstrate College Preparedness ness in the EAP, SAT, ACT, ASVAB or Other Assessment. (SAT is outdated - CCI will be the baseline)	College and Career Preparedness 50% of all 12th Graders "Prepared" (2023 Dashboard - 2022-23 School Year)	College and Career Preparedness 58.6% of all 12th Graders are "Prepared" (2024 Dashboard - 2023-24 School Year)	College and Career Preparedness 52% of all 12th Graders are "Prepared" (2025 Dashboard - 2024-25 School Year)	Increase CCI % prepared to 65%	2% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Percentage of Graduates Completing One or More CTE Pathway	57% of graduates completed one or more CTE Pathway. (2023-24- Locally Calculated)	74% of graduates completed one or more CTE Pathway. (2024-25 - Locally Calculated)	52% of graduates completed one or more CTE Pathway. (2025-26 - Locally Calculated)	75% of graduates completed one or more CTE Pathway.	5% decrease
3.5	Number of Students Participating in VAPA - Visual and Performing Arts.	Baseline will be established with results of 2023-2024 school year for students participating in VAPA classes. 65 students participated (2023-24)	70 students participated (2024-25)	82 students participated (2025-26)	Students participating in VAPA = 85	Increase of 17 students
3.6	FAFSA Completion Percentage for Graduates	50% of students completed FAFSA (2023-24)	65% (2024-25)	87% (2025-26)	95% students complete FAFSA	37% increase
3.7	Number of Students Participating in 4H - Science Pathways	Baseline will be established with results of 2023-2024 school year for students participating in 4H classes 25 students participating (2023-24)	26 students participating (2024-25)	96 students TK-12 (2025-26)	Students participating in 4H = 50	Increase of 71 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Through GSPP Increase the Number of Students Prepared for College and Careers in Education, Childcare, and Social Work Pathways	Baseline will be established in 2024-2025	Still in implementation	Still in process of implementation	Students prepared for college and career = 30	Data not available for comparison
3.9	Through GSPP Increase the Number of Students Prepared for College and Careers in Computer Science, Technology and Environmental Studies	Baseline will be established in 2024-2025	Still in implementation	Still in process of implementation	Students prepared for college and career = 30	Data not available for comparison
3.10	Percentage of Graduates Completing at Least One CTE Pathway	0% (2023 Dashboard)	24.1% (2024 Dashboard)	36% (2025 Dashboard)	50% of graduates will complete at least one CTE Pathway	36% increase
3.11	Percentage of Graduates Meeting UC/CSU Entrance Requirements and Completing at Least One CTE Pathway	0% (2023 Dashboard)	6.9% (2024 Dashboard)	4% (2025 Dashboard)	20% of graduates will meet UC/CSU Entrance Requirements in Addition to Completing at Least One CTE Pathway	4% increase

Goal Analysis [2025-26]

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

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

Action 3.1 (Field Trips) - Provide enrichment through educational and college readiness field trips and events to broaden the scope of students' cultural experiences and future ready focus including students with special needs.: This Action was fully implemented.

Action 3.2 (Director - Counselor) - With the addition of a director of student services, and director of college/career students and families will receive additional counseling, support and guidance for not only social emotional needs but for career and college readiness, PBL, and the development of Individual Learning Plans.: This Action was fully implemented.

Action 3.3 (Development of Curriculum, Instruction and Courses TK-12) - As a newly accredited school, ERCLC will develop A-G courses along with the development of the Eleanor core, exploratory learning, theater, media arts and Agriculture classes including participation in 4h and other leadership opportunities TK-12: This Action was fully implemented.

Action 3.4 (CTE - Development of all CTE Pathway Instructional Spaces and Experiences) - ERCLC will develop outdoor learning experiences and facilities needs updates.: This Action was fully implemented.

There were no relevant successes nor challenges with the implementation process of any Action under this Goal.

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.

Action 3.1 – Field Trips (Increase): The cost of transportation increased significantly than originally budgeted. Increased students for the high school trip than originally planned.

Action 3.3 – Development of Curriculum, Instruction and Courses TK-12 (Decrease): The plan to implement development of curriculum and instructions was less than expected.

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

COMPLETE THE SENTENCE BY STATING WHETHER THE ACTION WAS "EFFECTIVE" OR "INEFFECTIVE". PROVIDE EVIDENCE OF "EFFECTIVENESS" (measures of effectiveness can include reference to Metric outcomes, educational partner input, other evidence of progress toward the Goal). AN ACTION IS CONSIDERED EFFECTIVE IF THERE WAS POSITIVE PROGRESS TOWARD THE TARGET

FOR 3-YEAR OUTCOME. IF AN ACTION IS DEEMED "INEFFECTIVE", STATE A BRIEF REASON FOR ITS INEFFECTIVENESS. ACTIONS DEEMED "INEFFECTIVE" DO NOT HAVE TO BE CHANGED FOR 2025-26.

Action 3.1 (Field Trips) - Provide enrichment through educational and college readiness field trips and events to broaden the scope of students' cultural experiences and future ready focus including students with special needs.: This Action was effective. These activities contributed to the increasing CTE Pathway participation rate and maintaining of a 100% graduation rate.

Action 3.2 (Director - Counselor) - With the addition of a director of student services, and director of college/career students and families will receive additional counseling, support and guidance for not only social emotional needs but for career and college readiness, PBL, and the development of Individual Learning Plans.: This Action was effective. Continued support of students to ensure their overall academic well-being has led to increasingly successful outcomes as seen in Metrics under this Goal, in addition to contributing to the high graduation rate.

Action 3.3 (Development of Curriculum, Instruction and Courses TK-12) - As a newly accredited school, ERCLC will develop A-G courses along with the development of the Eleanor core, exploratory learning, theater, media arts and Agriculture classes including participation in 4h and other leadership opportunities TK-12: This Action was effective.

Action 3.4 (CTE - Development of all CTE Pathway instructional Spaces and Experiences) - ERCLC will develop outdoor learning experiences and facilities needs updates.: This Action was effective. Results of data reflect a rapidly increasing rate of students completing one or more CTE Pathways.

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.

Metric 3.1 - Baseline data was revised to reflect accurately, as a reporting error reflected inaccurate information. Metric was also revised to reflect only the percentage of graduating students meeting UC/CSU entrance requirements, as this is a required Metric.

Metric 3.3 - Based on results of the prior two years, the Target for Year 3 Outcome has been revised to reflect a more attainable and reasonable growth goal during the 3-year LCAP cycle. This is also based on data reflecting that as a home school charter the district enrolls a smaller number of high school students and the number of high school students enrolled yearly fluctuates a bit more compared to a traditional public school. Revising the Target for Year 3 Outcome will more appropriately align to this dynamic.

Metric 3.3 - Based on results of the prior two years, the Target for Year 3 Outcome has been revised to reflect a more attainable and reasonable growth goal during the 3-year LCAP cycle.

Metric 3.4 - The Metric has been revised to reflect the "Percentage of Graduates Completing One or More CTE Pathways" instead of the "Number of Students Participating in CTE Pathways". This revision provides data of what is to be measured by providing a more complete reporting of students actually completing pathways and not simply enrolled in a pathway. The Baseline, Year 1 Outcome, Year 2 Outcome, and Target for Year 3 Outcome have also been revised to reflect data tied to the revised Metric.

Metrics 3.5 and 3.7 - Data was added into the Baseline boxes to reflect the results of the 2023-24 school year.

Metrics 3.10 and 3.11 were added under this Goal, as they are required measurements of student progress.

A data discrepancy was identified in Metric 3.4 and 3.11 outcomes. The district will look into this discrepancy and once resolved, report the accurate data.

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	Field Trips	Provide enrichment through educational and college readiness field trips and events to broaden the scope of students' cultural experiences and future ready focus including students with special needs.	$70,000.00	Yes
3.2	Director - Counselor	With the addition of a director of student services, and director of college/career students and families will receive additional counseling, support and guidance for not only social emotional needs but for career and college readiness, PBL, and the development of Individual Learning Plans.	$186,605.00	Yes
3.3	Development of Curriculum, Instruction and Courses TK-12	As a newly accredited school, ERCLC will develop A-G courses along with the development of the Eleanor core, exploratory learning, theater, media arts and Agriculture classes including participation in 4h and other leadership opportunities TK-12	$60,000.00	No
3.4	CTE - Development of all CTE pathway Instructional Spaces and Experiences	ERCLC will develop outdoor learning experiences and facilities needs updates.	$50,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,287,118	$69,283

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
15.071%	0.000%	$0.00	15.071%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Tutoring: Instructional Aides and PT Teacher **Need:** SED students are academically below in Math and ELA on the Dashboard, receiving the lowest performance level result. In addition, many are in need of additional learning time and academic support to accelerate the pace of learning to achieve grade level performance.	Through this action, the district will provide small group intervention and tutoring opportunities which will address student areas of deficiency. Other student groups are also performing at the same level as our SED students, and therefore the services of this action will be provided to all students in the district so that all may benefit.	CAASPP progress, and IReady

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: LEA-wide		
1.2	**Action:** Psychologist (FT) **Need:** Many district socioeconomically disadvantaged students do not have the fiscal means to access outside resources related to supports to ensure all-around good health, including social and mental well-being services. **Scope:** LEA-wide	This action will ensure that these students are provided with on-site support services to make certain that with these needs addressed, it will enable students to focus fully on learning. This will also increase engagement in school and with peers. The school will also provide access to these services to all other students needing this support, as more that just socioeconomically disadvantaged students exhibit need in this area.	CAASPP Progress, iReady performance
1.3	**Action:** ELA/Math Materials and Other Online Support Materials **Need:** SED students are academically below standard in Math and ELA on the Dashboard, receiving a red performance level. These students lack supplemental learning materials in the home to scaffold their learning. **Scope:** LEA-wide	This action will ensure that SED students, other students groups performing below standard in ELA and math, and any other student needing necessary resources are provided with materials to support their learning needs. All student groups are performing below the statewide average in ELA and Math and therefore this action is being implemented on an LEA-wide basis.	CAASPP progress, and IReady

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
1.6	**Action:** Education Coordinators - Elementary **Need:** As Dashboard results indicate, SED students are performing at the lowest level in ELA and Math, as are other student groups. Research studies indicate that often times SED students are taught and supported by the least experienced and least effective teachers. **Scope:** LEA-wide	This action will ensure that SED students and others performing below level receive added focus to accelerate their learning and course and content completion. The importance of highly qualified, experienced, and effective staff providing the needed services is paramount to the success of students. All students in need, not just Unduplicated will benefit from these services, as many others, not just SED will benefit from highly-qualified educators.	CAASPP and IReady, including pathway completion
2.1	**Action:** Librarian **Need:** Many SED students do not have access to much literacy material in the home to support their learning. Many student group Dashboard results indicate below standard results in ELA and also below state results. **Scope:** LEA-wide	This action will ensure that students (particularly SED) have access to any needed ELA resource to scaffold their learning. With the variety of learning resources available, students will not lack for anything necessary to support their academic success. The action will also provide access to literacy books to build students' love for reading	CAASPP data and library circulations
2.2	**Action:** Library Books and Materials **Need:** Many SED students do not have access to much literacy material in the home to support their learning. Many student group Dashboard results indicate below standard results in ELA	This action will ensure that students have access to an increasing amount of learning resources and also have access to books and media to access for pleasure. With the variety of learning resources available, students will not lack for anything necessary to support their academic success and this action will also help to build a love of books and reading.	CAASPP data and library circulations

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
	and also below state results. Many do not possess a wide variety of reading material for pleasure, as well. **Scope:** LEA-wide		
2.7	**Action:** Certificated Staff - High School **Need:** Many SED student groups are behind in completing A-G requirements and CCI elements per Dashboard and local data information, as are other student groups. **Scope:** LEA-wide	By ensuring that students are supported by highly-qualified, effective education coordinators, learning will be accelerated and course completion will increase, leading to increased results in completion of A-G and College & Career measures. All high school students are in need of these services, and therefore this Action will be for the benefit of all.	CAASPP and Dashboard Data
3.1	**Action:** Field Trips **Need:** Many of our students are low income and lack the resources for enriching experiences, and as Dashboard results indicate, are performing at levels indicative of additional needed supports. **Scope:** LEA-wide	These action will benefit both low income students and the entire learning community. It is important for all students to connect content learning with outside experiences to reinforce knowledge-building. This action will also increase peer engagement and relationship-building opportunities for students.	3.1 and 3.3
3.2	**Action:** Director - Counselor	Low income students and most of our students are underperforming in all areas on the dashboard.	Pathway and A-G completion 3.1, 3.2, .3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low income students have additional needs in CCI, college readiness and social needs. **Scope:** LEA-wide	This action will ensure that students receive necessary support and guidance to increase successful outcomes in being college and career ready.	
3.4	**Action:** CTE - Development of all CTE pathway Instructional Spaces and Experiences **Need:** Research studies report that many SED students do not live in situations highly conducive to learning (lack of learning spaces and resources), and that is the case for many of our ERCLC SED students. These students need improved and equal learning spaces for enriching experiences, and connections to core content learning. **Scope:** LEA-wide	A learning environment that provides for the learning needs of students (especially those that lack one), is safe and engaging, and has modern facilities to enable the needed high-level instruction to occur, is necessary for all students, and especially low-income students. As a rural school, providing these learning supports for all students will increase success outcomes, inclusive of pathway completion, while also increasing student engagement.	Pathway completion and student involvement 3.4-3.9

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Eleanor Roosevelt Community Learning Center is estimated to receive approximately $69,283 in Additional Concentration Grant Add-on funding for 2026-27. This funding will be used to increase FTE in Action 1.6 of Goal 1.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,540,079	1,287,118	15.071%	0.000%	15.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,082,938.00	$1,400,511.00	$0.00	$176,433.00	$4,659,882.00	$4,335,363.00	$324,519.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tutoring: Instructional Aides and PT Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$243,124.00	$0.00	$131,029.00			$112,095.00	$243,124.00	
1	1.2	Psychologist (FT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$154,955.00	$0.00	$95,279.00	$59,676.00			$154,955.00	
1	1.3	ELA/Math Materials and Other Online Support Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$90,000.00	$90,000.00				$90,000.00	
1	1.4	Science Curriculum and Materials	All	No			All Schools	On-going	$0.00	$40,000.00	$10,000.00	$30,000.00			$40,000.00	
1	1.5	School Connectedness and Engagement	All	No			All Schools	On-going	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.6	Education Coordinators - Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,276,310.00	$0.00	$1,276,310.00				$1,276,310.00	
1	1.7	Professional Development	All	No			All Schools	On-going	$0.00	$28,019.00	$11,247.00			$16,772.00	$28,019.00	
2	2.1	Librarian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$153,303.00	$0.00	$105,737.00			$47,566.00	$153,303.00	
2	2.2	Library Books and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$31,500.00	$31,500.00				$31,500.00	
2	2.3	Special Education Teacher	All Students with Disabilities SPED, and all students	No			All Schools	On-going	$850,640.00	$0.00		$850,640.00			$850,640.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Improved Facilities for Learning (Action Completed)														
2	2.5	Shade and Concrete for Outdoor Learning (Action Completed)														
2	2.6	Irrigation, Outdoor Land and Indoor Facility Improvements for Learning Areas (Action Completed)														
2	2.7	Certificated Staff - High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,410,426.00	$0.00	$1,043,534.00	$366,892.00			$1,410,426.00	
3	3.1	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$70,000.00	$70,000.00				$70,000.00	
3	3.2	Director - Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$186,605.00	$0.00	$93,302.00	$93,303.00			$186,605.00	
3	3.3	Development of Curriculum, Instruction and Courses TK-12	All	No			All Schools	On-going	$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.4	CTE - Development of all CTE pathway Instructional Spaces and Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,540,079	1,287,118	15.071%	0.000%	15.071%	$2,986,691.00	0.000%	34.973 %	**Total:**	$2,986,691.00
								LEA-wide Total:	$2,986,691.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Tutoring: Instructional Aides and PT Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,029.00	
1	**1.2**	Psychologist (FT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,279.00	
1	**1.3**	ELA/Math Materials and Other Online Support Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	**1.6**	Education Coordinators - Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,276,310.00	
2	**2.1**	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,737.00	
2	**2.2**	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,500.00	
2	**2.7**	Certificated Staff - High School	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,043,534.00	

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 (%)
					Low Income			
3	**3.1**	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
3	**3.2**	Director - Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,302.00	
3	**3.4**	CTE - Development of all CTE pathway Instructional Spaces and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,925,441.00	$4,947,076.00

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**	Tutoring: Instructional aides and PT teacher	Yes	$215,938.00	216,731
1	**1.2**	Psychologist (FT)	Yes	$141,242.00	146,068
1	**1.3**	ELA/Math Materials and other online support materials	Yes	$90,000.00	85,134
1	**1.4**	Science Curriculum and Materials	No	$40,000.00	42,220
1	**1.5**	School Connectedness and Engagement	No	$15,000.00	13,580
1	**1.6**	Education Coordinators - Elementary	Yes	$997,792.00	1,522,550
1	**1.7**	Professional Development	No	$28,019.00	14,750
2	**2.1**	Librarian	Yes	$141,750.00	138,473
2	**2.2**	Library Books and Materials	Yes	$25,000.00	39,613
2	**2.3**	Special Education Teacher	No	$513,834.00	638,408
2	**2.4**	Improved Facilities for Learning	No	$400,000.00	716,000

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**	Shade and Concrete for outdoor learning (Action completed)		0.00	0
2	**2.6**	Irrigation, outdoor land, and indoor facility improvements for learning areas (Action completed)		0.00	0
2	**2.7**	Certificated Staff -High School	Yes	$961,546.00	1,039,433
3	**3.1**	Field Trips	Yes	$70,000.00	82,237
3	**3.2**	Director - Counselor	Yes	$175,320.00	176,176
3	**3.3**	Development of Curriculum, Instruction and Courses TK-12	No	$60,000.00	33,120
3	**3.4**	CTE - Development of all CTE pathway instructional spaces and experiences	Yes	$50,000.00	42,583

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,014,763	$2,421,956.00	$3,191,940.00	($769,984.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tutoring: Instructional aides and PT teacher	Yes	$107,968.00	104,636		
1	1.2	Psychologist (FT)	Yes	$70,621.00	96,749		
1	1.3	ELA/Math Materials and other online support materials	Yes	$90,000.00	85,134		
1	1.6	Education Coordinators - Elementary	Yes	$896,411.00	1,522,550		
2	2.1	Librarian	Yes	$97,750.00	90,917		
2	2.2	Library Books and Materials	Yes	$25,000.00	39,613		
2	2.7	Certificated Staff -High School	Yes	$961,546.00	1,039,433		
3	3.1	Field Trips	Yes	$35,000.00	82,237		
3	3.2	Director - Counselor	Yes	$87,660.00	88,088		
3	3.4	CTE - Development of all CTE pathway instructional spaces and experiences	Yes	$50,000.00	42,583		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,887,419	1,014,763	0.0%	14.734%	$3,191,940.00	0.000%	46.345%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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