LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter High School

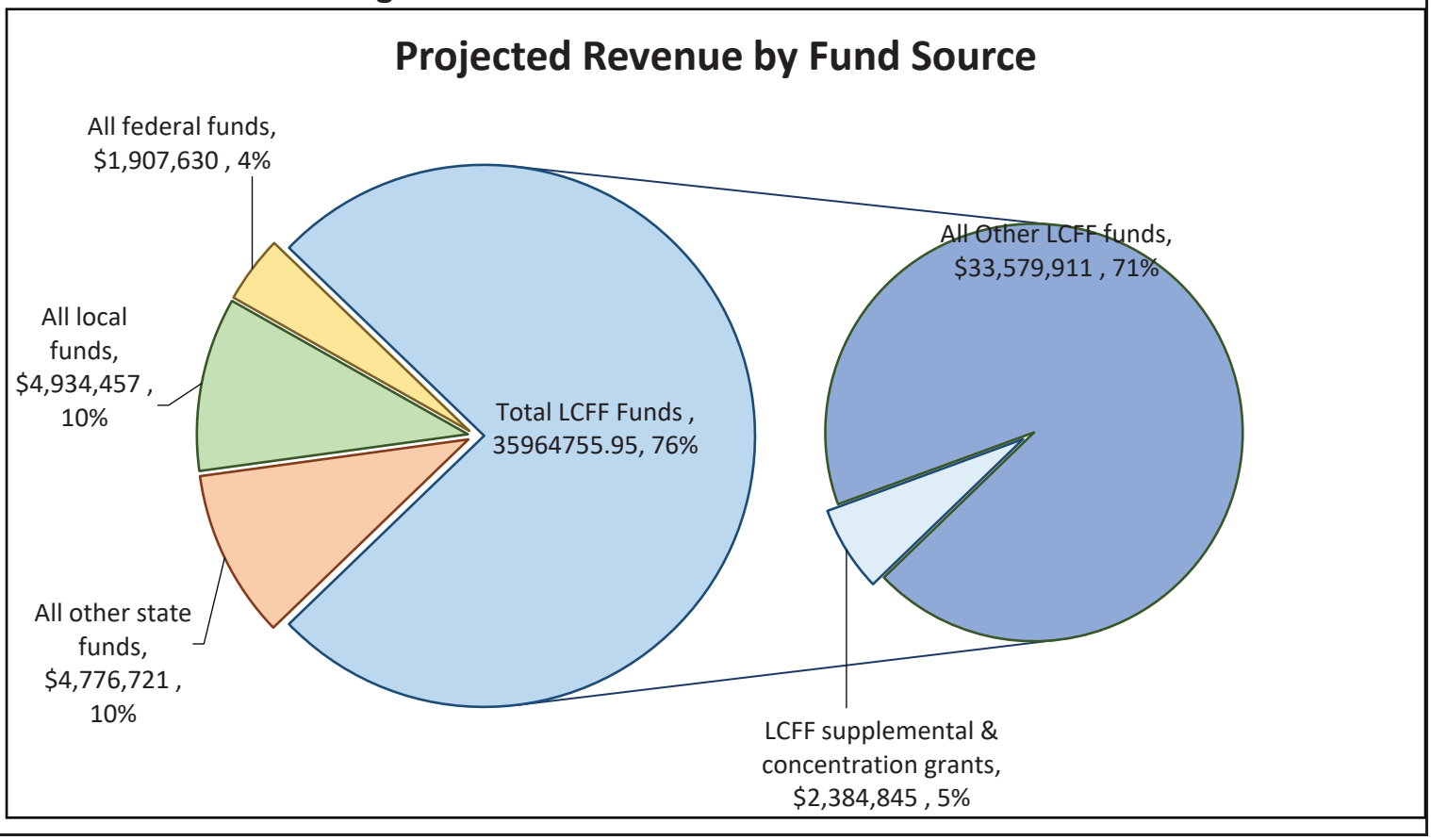
CDS Code: 1932623

School Year: 2026-2027

LEA contact information: David Hussey-Executive Director 818-595-7500

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 2026-2027 School Year

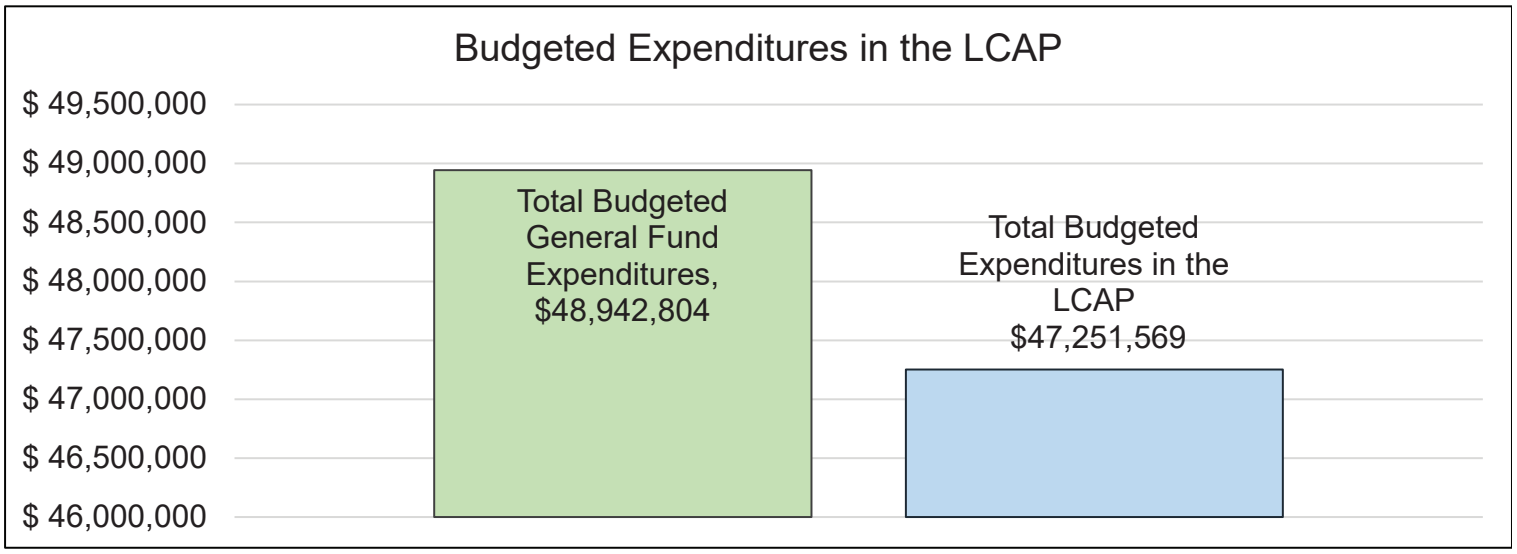


This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Camino Real Charter High School is $47,583,563.94, of which $35,964,755.95 is Local Control Funding Formula (LCFF), $4,776,720.52 is other state funds, $4,934,457.03 is local funds, and $1,907,630.44 is federal funds. Of the $35,964,755.95 in LCFF Funds, $2,384,845.26 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 El Camino Real Charter High School plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

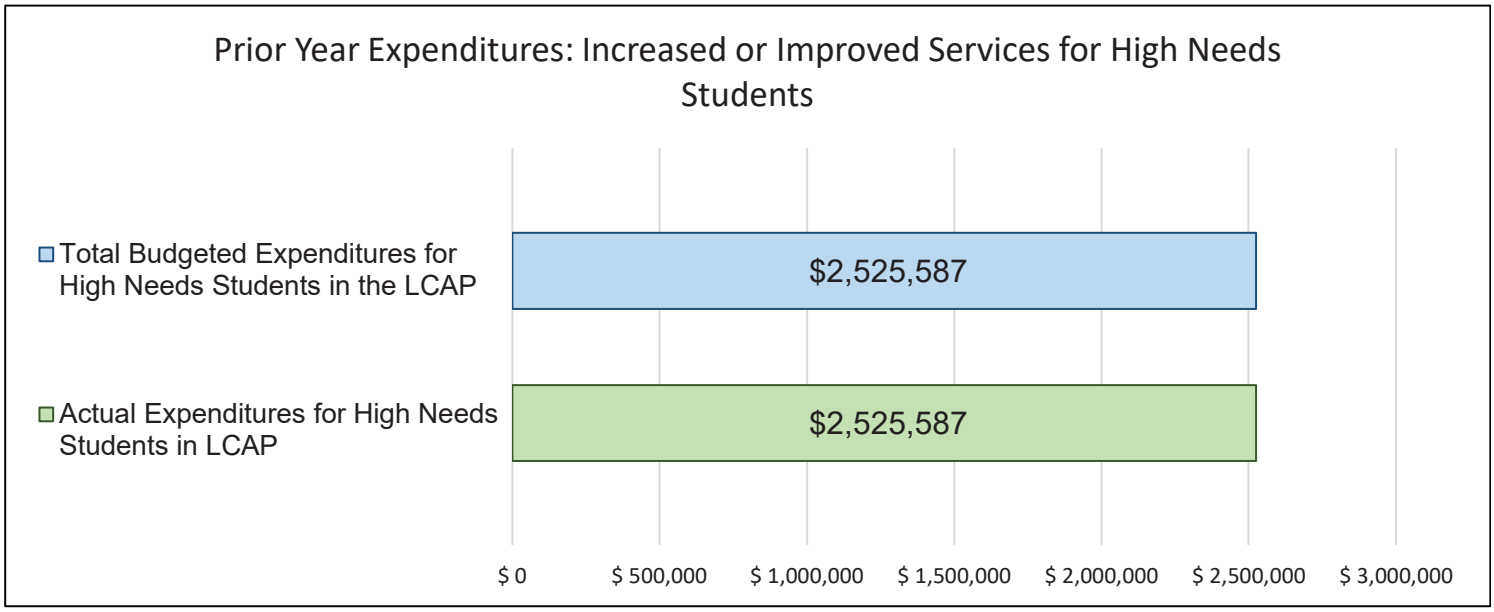
The text description of the above chart is as follows: El Camino Real Charter High School plans to spend $48,942,804.16 for the 2026-2027 school year. Of that amount, $47,251,569.00 is tied to actions/services in the LCAP and $1,691,235.16 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, El Camino Real Charter High School is projecting it will receive $2,384,845.26 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter High School plans to spend $4,949,532.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what El Camino Real Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Camino Real Charter High School 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 2025-2026, El Camino Real Charter High School's LCAP budgeted $2,525,587.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent $2,525,587.00 for actions to increase or improve services for high needs students in 2025-2026.

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
El Camino Real Charter High School 5440 Valley Circle Blvd. Woodland Hills, CA 91367	David Hussey, Executive Director Fernando Delgado, CBO Minita Clark, Administrative Director Janneyra Verduzco, Accounting Director	d.hussey@ecrchs.net f.delgado@ecrchs.net m.clark@ecrchs.net j.verduzco@ecrchs.net

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

General Information

El Camino Real Charter High School (ECR) is a 9-12th grade charter high school located in Woodland Hills, California. ECR currently serves approximately 2,900 students in grades 9-12. It is a single-site charter school operated by El Camino Real Alliance, a 501c3 charter management organization. The primary community served by El Camino Real Charter High School is the West San Fernando Valley. Students in this community represent a range of socio-economic levels from disadvantaged to affluent. The median household income according to the most recent US Census for the 91367 zip code was $134,534. This is a stark contrast to the median household income in Los Angeles county of $87,800 and in the city of LA, $80,366.

El Camino Real Charter High School posits itself as the school that has something for every student due to its array of programs, academies, and pathways. Our comprehensive educational program offers Visual Performing Arts (VPA), Career and Technical Education (CTE), Advancement Via Individual Determination (AVID), STEAM, Careers in Entertainment Academy (CEA), Video/Game Design, Film, Nutrition/Childcare, Dual Enrollment, Independent Study, FLEX, online learning, and plethora of additional programs and course options.

ECR student data reflects the rich diversity of the San Fernando Valley. As reflected on the 2024 California Dashboard:

- Approximately 34.7% of students are Socioeconomically disadvantaged
- Approximately 2% are English Learners
- Approximately 0.2% are Foster Youth
- Approximately 10.8% are Students with Disabilities

- Approximately 4.8% are African American
- Approximately 0.1% are American Indian
- Approximately 9% are Asian
- Approximately 4.6% are Filipino
- Approximately 32.5% are Hispanic
- Approximately 7.6% are Two or More Races
- Approximately 0.4% are Pacific Islander
- Approximately 36.4% are White
- Approximately 63.2% Minority enrollment
- Approximately 29% are Free Lunch
- Approximately 2% are Reduced Lunch

Mission Statement

Our Mission is to create an inclusive environment that prepares our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Vision Statement

We envision a charter school community committed to excellence and equity in education as evidenced by the inclusion of all stakeholders and by the innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a shared and sustainable future.

Expected Student Learning Outcomes (SLO's) ensure that competencies are acquired by students in the instructional program at El Camino Real Charter High School. Our teachers cultivate rich learning experiences, spark curiosity through engagement, encourage critical thinking in discussions, and offer a rigorous, curriculum driven program with a focus on standards mastery.

At ECR, student success is at the forefront of every initiative. The school offers a diverse array of programs tailored to meet the needs of all students, whether they aspire to attend a four-year university or enter the workforce directly after graduation. For college-bound students, the school provides rigorous Advanced Placement (AP) and dual enrollment courses, expert college counseling, and SAT/ACT preparation. Those pursuing careers benefit from robust Career and Technical Education (CTE) pathways, including internships, industry certifications, and hands-on learning in fields like technology, engineering, and the arts. Personalized academic advising ensures each student has a clear and achievable post-graduation plan. Extracurricular opportunities such as debate, robotics, and over 75 student-led clubs further enrich the student experience. The school fosters an inclusive environment where every student feels valued, challenged, and supported. By combining high academic standards with real-world skill development, ECR empowers students to thrive in any path they choose.

To succeed in a changing global community, all ECR students will be:

Critical Thinkers who:	***Effective Communicators who:***
· Observe, interpret, analyze, evaluate, and integrate information. · Collaborate confidently in a variety of settings. · Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital). · Make predictions based on evidence. · Produce claims with credible support. · Re-assess previous interpretations when presented with new evidence.	· Synthesize data from print and digital media. · Organize and prioritize information. · Express ideas with a deliberate use of rhetoric. · Consider audience by demonstrating clear and appropriate language and behavior. · Utilize technology to present findings purposefully.
Hard-working graduates who:	***Socially Responsible Citizens who:***

· Achieve college education, career and individual goals. · Explore options and plan for success. · Persevere in the face of challenges. · Become informed, empowered decision makers. · Possess a sense of agency. · Exhibit professionalism in all endeavors.	· Demonstrate compassion, honesty, and respect. · Utilize technology appropriately. · Live sustainability. · Engage in the civic process for diverse thoughts. · Work toward a just society. · Connect local issues to global systems, creating positive change.

Reflections: Annual Performance

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

As we reflect on our annual performance, it is important to note that we recognize the need for a more targeted focus schoolwide as it relates to Data Driven Instruction and Data Driven Reflection. Success and Improvement Areas are detailed below.

Dashboard Results ELA

While our ELA scores were continuously rising for several years, this year there was a decrease in overall student performance on CAASPP. We are very proud of the hard work exhibited by faculty, staff, and students and recognize the need for more attention to the ever-changing collective needs of students as well as the ever-changing individual needs of students.

Based on the 2024 Dashboard, in the category All Students, ECR is 23.2 points above standard in ELA and we declined 16.8 points from the 2023-2024 test. A total of 758 students took the Smarter Balanced Assessment in ELA in 2023-2024.

Academic Successes in ELA:

- Students identifying as Asian are represented at the highest level which is Performance Color *Blue*
- Filipino students are represented at the second highest level which is Performance Color *Green*

- English Learner Progress increased 2.9 points and is represented at the highest level in Performance Color Blue

Improvement Areas in ELA:

- Hispanic (maintained -2.6 points), Two or more races (declined 30.2 points), and Socioeconomically disadvantaged students (declined 8.4 points)and are at the middle performance level which is Performance Color Orange.
- Students with Disabilities are now in Performance Color Red, declined 37.1 points, and is 95.1 points below standard.
- White students declined 33.1 points and are represented in Performance Color Yellow.
- African American students are 10.4 points below standard and declined 24.9 points.

By Performance Level Breakdown:

- There is one student group represented in Red reflecting 'very low' performance.
- African American students are in Orange reflecting 'somewhat' low performance.
- There are now four student groups in Yellow reflecting 'average performance' and they are Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White.
- Students identifying as Filipino, are in Green (reflecting 'high' performance).
    - They are 55.1 points above standard
- Asian students are indicated in 'Blue' (reflecting 'very high' performance)
    - They are 89.5 points above standard
- There is no performance color for English Learners, Foster Youth, Homeless, Pacific Islander, and Long Term English Learner because there are not enough students to generate that data
- English Learners are 115.1 points below standards

<u>Dashboard Results Math</u>

- Based on the 2024 Dashboard, ECR is 40 points below standard in Math, and we declined 10.7 points from the 2023-2024 test. A total of 766 students took the Smarter Balanced Assessment in Math in 2023-2024.

Academic Successes in Math

- Asian students increased 11.6 points and are 46.8 points above standard.
- Socioeconomically Disadvantaged students increased 6 points and are in Green (reflecting 'high' performance), but are 52.7 points below standard.

Improvement Areas in Math

- Students with Disabilities are now in Performance Color Red, declined 30.4 points, and is 157.8 points below standard.
- Filipino students maintained 2.5 points and are 3 points below standard.
- Hispanic students are 60.1 points below standard and maintained 2.8 points
- African American students are 83.4 points below standard and declined 5.3 points.
- English Learners are 150.6 points below standard but increased 11 points
- White students declined 23.5 points and are 37.9 points below standard.

By Performance Level Breakdown:

- Students with Disabilities are in Red (reflecting 'very low' performance).
- African American, Hispanic, and Two or More Races are in Orange (reflecting 'low' performance).
- Filipino and White students are in Yellow (reflecting 'medium' performance).
- Socioeconomically Disadvantaged are in Green (reflecting 'high' performance).
- Asian students are indicated in 'Blue' (reflecting 'very high' performance)
- English Learners are 167 points below standard but declined 16.3 points
- There is no performance color for English Learners, Foster Youth, Homeless, Pacific Islander, and Long Term English Learner because there are not enough students to generate that data

College/Career:

The school's 2024 CA School Dashboard College/Career Status (i.e., the percentage of high school students prepared for success after graduation)increased by 4% percent.

To continue to improve outcomes in preparing our students for college and career, ECR has increased student enrollment in our CTE Pathway programs and our Dual Enrollment program. Counselors provide professional development to teachers and staff with the most up to date college admissions information. ECR also continues to promote our seal of bi literacy eligibility options. Counselors provide classroom presentations for all grade levels reviewing high school graduation requirements, class selections and post secondary options. ECR's college and career center continues to introduce our 9th graders to Naviance's career assessments through CCR/Health class presentations, and we are currently having all 9th graders complete career assessments on Naviance. These various tasks/assessments introduce students to possible career matches and allow them to start thinking about their post-secondary options and fulfill their career pathways. Below is a sampling of the tasks/assessments they are completing:

- Academic and Personal Goals (allows students to work towards a goal; develop a sense of achievement)
- Strength Explorer Assessment (identifies students' strengths and aligns them with possible careers/colleges)

- Personality Assessments
- Search and add colleges to their personal list.
- Search and add careers to their personal list
- Begin their Resume

Suspension Rate:

The school's 2024 CA School Dashboard percentage of students who were suspended at least once was at a rate **lower** than the state. However, the school's Performance Level (color) was **Orange**.

The school is continuing to implement a PBIS system. This has been featured in professional developments and behavioral reminders (signs, murals) can be found in many areas of campus. Restorative justice and conflict resolution techniques have resulted in a much lower suspension rate so far this year. At our current rate, we will have approximately 28 suspensions for the year as compared to 74 suspension last year. There has also been increased collaboration between the Student Support Services office, Deans, and counselors.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

ECR will review and monitor academic data quarterly, plan needs-based PD throughout the year, conduct classroom observations and walkthroughs, implement Common Formative Assessments (CFAs) with a specific focus on improving academic achievement for Students with Disabilities, Math, EL and unduplicated students.

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
Administrative Team	School leaders are involved in the development process of LCAP goals, actions, and metrics through on-going discussions that have a direct impact on teaching and learning. Administrative Meetings are held every Friday to share and discuss school priorities and each administrators' respective areas, ideas, and suggestions.
Teachers and staff	Teachers,counselors, and staff are engaged in the development process of LCAP through staff surveys focused on the eight (8) state priorities administered annually. Additionally, teachers/counselors lead and serve on various school committees that offer very useful information that informs LCAP development. The LCAP Committee utilizes survey feedback to develop the initial LCAP and then shares the drafts with teachers, counselors, and staff prior to final vote by the ECRA School Board.
Parents/Families	Parents and Families are involved in the development process of LCAP from the start of each academic year through committees and parent groups.
Students	Students are given a similar survey to teachers that centers around the eight (8) state priorities as well as school climate. They are able to rate the school using a likert scale and also leave qualitative feedback. Some student groups and clubs such as ASB, BSU, and various clubs participate or host roundtable discussions throughout the year where they offer contributory feedback.
Committees	ECR has multiple advisory committees where parents, administrators, and teachers contribute. These include the English Learner Advisory Committee, Parent Advisory Committee, School Site Council, Safety Committee, RISE, and Padres Latinos. These committees provide feedback throughout the year on school matters.
Public Comment	Public Comment will be allowed at the Board Meeting on May 22, 2024 via feedback form available for any stakeholders to submit after the presentation (regarding LCAP). Additionally, the LCAP Committee will accept comments/feedback from teachers/staff/students through June 14, 2024.
Board Meetings	The LCAP will be presented at two Board Meetings - first, on May 14, 2026 for public review and comment as well as at the June 25, 2026 Board Meeting for vote.

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

TBD (complete this section after the board adopts the LCAP)

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**All students are provided a high quality education with equitable access to standards-based instruction, innovative strategies and programs, and rigorous learning to ensure academic growth in ELA, Math, & Science.**	Broad Goal

State Priorities addressed by this goal.

1, 2, 4, 7

An explanation of why the ELA has developed this goal.

Improving academic achievement, especially in subgroup populations, remains a priority at ECR. Research shows that providing equitable access to high-quality education is essential for closing opportunity and performance gaps among students from diverse backgrounds. Equitable access to rigorous learning experiences prepares students for success in college and future careers. By implementing targeted intervention programs, offering professional development opportunities focused on evidence-based instructional strategies, utilizing data, and promoting literacy and math across the curriculum, the school can address these areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers fully credentialed and properly assigned	100%	100%	100%	100% fully credentialed teachers	Maintained
2	Graduation Rate	SY 22-23: 91%	SY 23-24: 91.3%	SY 24-25:92.8%	95% or above	+1.8
3	Reclassification Rate	46% reclassified	26% reclassified	23% reclassified	60% reclassified	-23%

4	% Students Scoring Met or Exceeded on ELA SBAC	SY 22-23: All: 66.63% Asian: 70.15% Black/African American: 60% EL: 26% Filipino: 75.75% Hispanic or Latino: 59.17% Students with Disabilities: 31% Socially Disadvantaged: 43.71% Two or More Races: 72.73% White: 71.43%	SY 23-24: All: 60% Asian: 79% Black/African American: 61% EL: 0% Filipino: 71% Hispanic or Latino: 55% Students with Disabilities: 24% Socially Disadvantaged:56% Two or More Races:55% White:57%	SY 24-25: All: 63% Asian: 71% Black/African American: 61% EL: 27% Filipino: 87% Hispanic or Latino: 57% Students with Disabilities: 26% Socially Disadvantaged: 62% Two or More Races:75% White:59%	All: 75% or higher Asian: 76.02% Black/African American: 69% EL: 32.5% Filipino: 82.09 Hispanic or Latino:68.54% Students with Disabilities: 43.71 Socially Disadvantaged: 59.8% Two or More Races: 74.38 White: 73.98	All:-3.6% Asian: +.85% Black/African American: +1% EL: +1% Filipino: +11.25% Hispanic or Latino: - 2.17% Students with Disabilities: -5% Socially Disadvantaged: +18.29% Two or More Races: +2.27% White: -12.43%

5	% Students Scoring Met or Exceeded on Math SBAC	SY 22-23: All: 41.83% Asian: 61.2% Black/African American: 26.41% EL: 11% Filipino: 51.51% Hispanic or Latino: 31.94% Students with Disabilities: 8.74% Socially Disadvantaged: 35.47% Two or More Races: 40.45% White: 48.12%	SY 23-24: All: 38% Asian: 72% Black/African American: 11% EL: 0% Filipino: 50% Hispanic or Latino: 33% Students with Disabilities: 9% Socially Disadvantaged: 36% Two or More Races:31% White:37%	SY 24-45 All: 41% Asian: 59% Black/African American: 38% EL: 18% Filipino: 77% Hispanic or Latino: 30% Students with Disabilities: 9% Socially Disadvantaged: 39% Two or More Races:42% White:41%	All: 48 or higher Asian: 66.22% Black/African American: 32.64% EL: 13.75% Filipino:61.81 Hispanic or Latino: 37.94% Students with Disabilities: 12.35% Socially Disadvantaged: 51.57% Two or More Races:44.31% White: 52.06%	All: -.83% Asian: +2.2% Black/African American: +11.59% EL: +7% Filipino: +25.49% Hispanic or Latino: -1.94% Students with Disabilities: -.26% Socially Disadvantaged: +4.47% Two or More Races: +1.55% White: -7.12%
6	% Students Scoring Met or Exceeded on CAST Science	SY 22-23: 35.83%	SY 23-24: 35.0%	SY 24-25: 37%	39 % or higher	+1.17%

Goal Analysis for 2025-2026

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

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

The implementation of Goal 1 during the previous year demonstrated the school's continued commitment to improving academic achievement and supporting student subgroups; however, the effectiveness of implementation varied significantly across actions due to budget limitations, staffing reductions, and inconsistent systemwide execution. While several initiatives remained in place, outcome data

indicates that many actions did not yet result in sustained or measurable academic improvement across all student groups, particularly for Students with Disabilities, English Learners, Hispanic students, and African American students

Goal 1, Action 1 (Implement Targeted Intervention): Due to budget constraints, there are less funds available for targeted interventions. In year SY 23-24, there were 9 general education study skills classes and 11 special education study skill classes. In SY 24-25, there were 3 study skill classes and 13 special education study skill classes. In SY 25-26, there were no general education study skill classes in the Fall and two in the spring, but the special education study skill classes remained. Implementation for targeted support in the study skills classes improved and overall decreases in cumulative Fs were reflected in students enrolled in the classes. In SY 24-25, the intervention team grew in members, leading to a better understanding of referral systems; growing from only 22 referrals in SY 23-24, the intervention team received and supported 130 referrals in SY 24-25. Unfortunately, the intervention team downsized to two members in SY 25-26 due to budget constraints. Similarly, ECR had the luxury of many instructional aids and paraprofessionals in SY 23-24; though some remain, the amount of support has been reduced and is moving to be eliminated by the end of SY 24-25 to retain teaching staff. ECR still has two school psychologists and an unhoused foster student liaison. Tutoring options have been available both in classes and after school. After school tutoring has always been active and varied, aside from slowing down in Fall of 2024, but came back strong in Spring of 2025 and remained steady for the whole 25-26 SY.

Goal 1, Action 2 Although ECR did not maintain a full-time ELD Coordinator during the 2025–2026 school year, the school hired an experienced part-time EL Coordinator who previously served ECR as a teacher, administrator, and ELD Coordinator. Her familiarity with the school community and expertise in English Learner supports contributed to continued monitoring of EL student progress, reclassification processes, and instructional guidance for ELD classes. The school remains hopeful that student performance data and future outcomes will reflect the targeted efforts and instructional support provided during the school Due to ongoing budget constraints, staffing adjustments were necessary during the Spring of 2026, resulting in the reduction of instructional aides assigned to ELD classes from two to one. While this reduction impacted the level of in-class support available to students, ECR continued to prioritize services and interventions for English Learners to the extent possible within available resources year.

As part of continuous improvement efforts, ECR will evaluate and restructure ELD class supports, intervention systems, and service delivery models for the upcoming school year. These adjustments, including potential refinements to staffing, instructional practices, and targeted supports, will be reflected in the next LCAP cycle.

Goal 1, Action 3 (Professional Development): Teachers attended area-specific conferences to acquire or refine innovative teaching strategies and techniques relevant to their subject areas. Findings were shared during PLCs or department meetings, fostering collaboration while promoting the diffusion of knowledge.

PD sessions provided a structured framework for discussing and applying HLP (high leverage practices).

The “pathways” option proved to be a flexible and effective approach, enabling teachers to pursue professional growth in areas that aligned with their areas of growth and interests. We are uncertain about continuing to provide professional development opportunities for subject specific conferences due to budget restraints.

Goal 1, Action 4 (Data-Driven Instruction and Intervention) The original plan to maintain appropriate staffing for both a technology team and a data team has been adjusted. The merging of the data team with the testing coordinator into a new "Data-Testing" coordinator team, capped at three members, is noted. While this adjustment reduces team size, it is encouraging to see a clear focus on maintaining efficiency and effectiveness. The team's exploration of a new testing schedule and innovative platforms demonstrates a proactive approach to enhancing data-driven culture and improving standardized testing outcomes.

The pilot initiatives undertaken by the English, math, and science departments reflect a forward-thinking strategy. Allowing the English department to test their own students and piloting a new testing platform for common formative assessments (CFAs) and SBAC practice within the math and science departments has likely brought valuable insights. These efforts pave the way for more personalized and department-specific testing approaches.

The ongoing implementation of the Data Studio platform is a promising development. Its ability to provide a comprehensive view of class or individual student performance will be instrumental in the early identification of students requiring intervention. This aligns with the broader goal of using diagnostic tools and data platforms to support targeted, evidence-based instruction.

Goal 1, Action 5 (Highly Qualified Teachers): While the initial goals of recruiting and employing credentialed and diverse teachers were met with measurable success, a significant challenge arose in retaining these teachers. Budget cuts and lower-than-expected enrollment rates resulted in difficulties sustaining the teaching staff, impacting the school's ability to maintain the diversity and instructional equity initially targeted. Budget constraints directly affected teacher retention efforts, leading to higher turnover rates and impacting continuity in the classroom. Ultimately, several positions were cut for SY 25-26, impacting our ability to sustain a robust and diverse teaching staff. However, through collaborative efforts, it was announced in April 2026, that no teaching positions will be eliminated for the 26-27 SY.

Goal 1, Action 6 (Administrative Team): Although budget shortfalls, decreased enrollment, and teacher layoffs plagued the school in SY 24-25, the administrative staff remained fully intact. No known adjustments are taking place moving forward.

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.

Actual expenditures for this action are estimated to be **below budget**. Several planned components were reduced or eliminated during the year due to budget constraints. The net result is estimated actual expenditures materially below the $260,000 budgeted amount, with unspent Title I funds to be accounted for in the carryover

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

While some subgroup growth was observed in isolated areas of SBAC performance, the overall data reflects that the current actions and interventions have not yet produced consistent or sustainable academic gains schoolwide. Performance trends indicate continued instructional inconsistency

across departments and significant achievement gaps among student subgroups, particularly Students with Disabilities, English Learners, Hispanic students, and African American students.

The effectiveness of the current actions has been limited by several implementation challenges, including reductions in intervention staffing, counseling support, study skills classes, instructional assistants, and data support personnel due to budget constraints. Although intervention systems, tutoring opportunities, and data tools such as NWEA MAP and Data Studio remain in place, the school has not yet established a fully coherent system that consistently connects assessment results to instructional response, reteaching cycles, and targeted interventions. As a result, data collection practices have improved more rapidly than instructional outcomes.

Additionally, while professional development opportunities and department pilot initiatives have increased awareness of data-driven practices, implementation has varied significantly across classrooms and departments. The lack of clearly defined schoolwide instructional expectations and consistent Tier 1 instructional practices has limited the overall impact of these efforts on student achievement outcomes. This is particularly evident in subgroup performance data, where Students with Disabilities remain significantly below standard in both ELA and Mathematics, and English Learner reclassification rates continue to decline.

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.

Moving forward, greater emphasis must be placed on strengthening the instructional core through measurable and consistent practices across all classrooms. The school must prioritize:
Structured data cycles should be directly linked to instructional responses.
Implementation of common formative assessment analysis and standardized reteaching protocols
Targeted intervention systems should be directly aligned with classroom instruction.
Enhanced monitoring of subgroup progress throughout the academic year, rather than relying solely on annual outcome data.

To improve effectiveness, the following measurable implementation benchmarks are recommended:
Professional Learning Community (PLC) data cycles should occur at least once per month.
Departments should increase the use of common formative assessments that are aligned with standards mastery.
Quarterly monitoring of subgroup progress utilizing Common Formative Assessment (CFA) and Measures of Academic Progress (MAP) data.
Increased participation in, and progress monitoring of, intervention and tutoring programs Improved English Language Development (ELD) reclassification rates and measurable growth for students with disabilities on internal benchmark assessments

While the school demonstrates a strong commitment to equity, academic growth, and student support, current outcomes data indicate a need for a more focused and system-driven instructional model. This approach is necessary to ensure that interventions, data analysis, and professional development result in measurable student achievement gains.

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	Implement Targeted Intervention	The school will address areas of need directly, providing tailored support to students who require additional assistance to achieve academic growth by: ● Providing Study Skill Classes for both general education and special education to focus on academic skills, time management, organizational skills, and SEL ● Purchase a research-based Study Skills Curriculum such as SOAR (or similar) to improve student achievement for our most vulnerable student populations ● Providing in-class tutoring to study skills students during study skills classes to develop academic growth ● Providing after school tutoring for academic content areas ● Supporting classes with Instructional Assistants (IAs) and paraprofessionals to provide academic support to students ● Staffing an intervention team to implement and evaluate student interventions and supports ● Staffing an unhoused and foster student liaison to provide academic and personal support for our foster and unhoused population, including essential materials, school supplies, housing information, resources, and monitoring ● Adequate out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators	$199,881.05	Yes

2	Targeted Intervention for EL Population	Targeted Intervention for EL population such as: ● Fund a EL coordinator to oversee the testing, reclassification, and monitoring of EL students ● Purchasing of instructional supplies and materials such as novels, curriculum, manipulatives, etc ● Professional development for ELD Coordinator and ELD Teacher/Assistant	$81,006.87	Yes
3	Professional Development	Educators will attend professional development opportunities: ● Focused on evidence-based instructional strategies, allowing the enhancement of teaching practices to better meet the diverse learning needs of students ● And teacher attendance will be monitored and feedback will be gathered to assess effectiveness in enhancing instructional practices related to ELA, Math, and Science. ● Teachers will attend subject area conferences such as CATE, CSTA, CMT, CMC, and CCSS.	$109,850.16	Yes

4	Data-Driven Instruction and Intervention	Ensure all educational partners have access to updated technology and data by: ● 1:1 Initiative continues to ensure all students and staff have a computer ● Ensure each classroom has a promethean board ● High speed internet for school ● Maintaining appropriate staffing to include - technology team ● Staffing a data team of up to 5 members to coordinate all school and state testing, analyze schoolwide data trends, and provide data-driven instructional guidance. ● Data team will continue researching and exploring innovative testing schedules, programs, and other innovative initiatives that can help improve standardized testing scores while enhancing our data-driven culture. ● Data team may purchase instructional supplies and materials for the facilitation of related PD Ensure student access and educator use of diagnostic tools, such as NWEA by: ● Purchasing assessment and testing contracts ● Offering professional development to educators on administering exams, exploring the data and results, and differentiating instruction based on results ● Designate time for testing all students in testing for MAP and testing 11th grade students in CAASPP	$654,112.56	Yes

5	Highly Qualified Teachers	The school will employ fully credentialed teachers in each department and ensure that each teacher is properly assigned. Highly qualified teachers will: ● Promote literacy across the curriculum, supporting students in developing critical thinking skills and comprehension abilities, essential for success in ELA, Math, and Science ● Ensure alignment to CCSS ● Ensure Instructional & Supplemental materials aligned to the Common Core State Standards ● Update Instructional & Supplemental Materials ECR will hire and retain a diverse teaching staff that promotes seeing the world through various lenses. This will include: ● Increasing recruitment efforts to hire underrepresented teachers and staff ● Prioritizing efforts on instructional equity	$23,875,258.06	No
6	Administrative Team	Staff a full administrative team to support the educators by: ● Providing instructional leadership ● Hiring qualified faculty and staff ● Developing and implementing systems for support ● Performing observations and providing evaluations and guidance	$1,382,265.11	No

Goal 2

Goal #	Description	Type of Goal
2	**All students will graduate college and career ready with an increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth**	Broad Goal

State Priorities addressed by this goal.

4, 5, 7

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School is committed to ensuring that students are prepared for post-secondary plans, including post-secondary education and the workforce. Research indicates that students who engage in challenging coursework and innovative programs are more likely to graduate high school prepared for post-secondary education or enter the workforce with the necessary skills and knowledge to thrive in today's competitive global economy. Students will be exposed to various colleges and universities as well as career options through experiential learning and on-campus workshops/seminars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% of graduating seniors who complete a CTE pathway	SY 22-23: was not tagged in SIS last year	SY 23-24: 4.2%	SY 24-25: 13%	15%	Unknown +9% in one school year

2	A-G completion rate (all and subgroups)	SY 22-23: All: 55% Asian: 76.3% Black/African American: 33.3% EL: 33.3% Filipino: 84.0% Hispanic or Latino: 44.7% Students with Disabilities: 19.5% Socially Disadvantaged: 52.8% Two or More Races: 64.3% White: 57.4%	SY 23-24: All: 53.4% Asian: 71.4% Black/African American: 50.0% EL: 31.0% Filipino: 63.3% Hispanic or Latino:45.0% Students with Disabilities: 21.1% Socially Disadvantaged: 48.6% Two or More Races:55.4% White:56.2%	SY 24-25: All: 51.3% Asian:75.0% Black/African American: 42% EL: 0% Filipino: 69% Hispanic or Latino: 48.3% Students with Disabilities: 23.3% Socially Disadvantaged: 49.4% Two or More Races: 39.3% White: 50.0%	All: 65% Asian: 86.3% Black/African American: 43.3% EL: 43.3% Filipino: 94.0% Hispanic or Latino: 54.7% Students with Disabilities: 29.5% Socially Disadvantaged: 63.8% Two or More Races: 74.3% White: 67.4%	All: -3.7% Asian: -1.3% Black/African American: +8.7% EL: -33.3% Filipino: -15% Hispanic or Latino: +3.6% Students with Disabilities: 3.8% Socially Disadvantaged: -3.4% Two or More Races: -25% White: -7%

3	% of students who graduate with a 2.0 or above (all and subgroups)	SY 22-23: All: 95.98 % Asian: 96.25% Black/African American: 96.66% EL: 85.18% Filipino: 98% Hispanic or Latino: 94.87% Students with Disabilities: 92.68% Socially Disadvantaged: 94.10% Two or More Races: 96.42% White: 97.04%	SY 23-24: All: 96.6% Asian: 95.7% Black/African American: 97.1% EL: 93.1% Filipino: 100% Hispanic or Latino: 94.1% Students with Disabilities: 94.6% Socially Disadvantaged: 95.8% Two or More Races:100% White:98.1%	SY 24-25 All: 96.3% Asian: 97.7% Black/African American: 95% EL: 85.7% Filipino: 93.5% Hispanic or Latino: 95.4% Students with Disabilities: 96.3% Socially Disadvantaged: 94.7% Two or More Races: 95.4% White:97.8%	All: 97% Asian:97% Black/African American: 97% EL: 90% Filipino: 98% Hispanic or Latino: 97% Students with Disabilities: 95% Socially Disadvantaged: 97% Two or More Races: 97% White: 98%	All: +.32% Asian: +1.45% Black/African American: -1.66% EL: +.52% Filipino: -4.5% Hispanic or Latino: -.53% Students with Disabilities: +2.72% Socially Disadvantaged: +.6% Two or More Races: -1.72% White: .76%

4	% of students enrolled in at least one Honors or AP class (all and subgroups)	SY 22-23: All: 54% Asian: 76.36% Black/African American: 44.5% EL: 2.0% Filipino: 72.02% Hispanic or Latino: 46.95% Students with Disabilities: 13.05% Socially Disadvantaged: 48.71% Two or More Races: 56.25% White: 58.91%	SY 23-24: All: 52.8% Asian: 12.89% Black/African American: 4.19% EL: 0.28% Filipino: 5.32% Hispanic or Latino: 28.9% Students with Disabilities: 2.31% Socially Disadvantaged: Two or More Races: 8.09% White:36.23%	SY 24-25: All: 55.1% Asian: 74.8% Black/African American: 55.1% EL: 12.7% Filipino: 76.1% Hispanic or Latino: 48.9% Students with Disabilities: 13.0% Socially Disadvantaged 50.4% Two or More Races:59.3% White:54.0%	All: 65% Asian: 78% Black/African American: 50% EL: 3% Filipino: 74% Hispanic or Latino:52% Students with Disabilities: 15% Socially Disadvantaged: 14.5% Two or More Races: 50% White:61%	All:+1.1% Asian: -1.56% Black/African American: +10.66% EL: +10.7% Filipino: +4.08% Hispanic or Latino:+1.95% Students with Disabilities: -.05% Socially Disadvantaged: +1.69% Two or More Races: +3.05% White:-4.91%
5	AP pass rate: % of students who score a 3 or better on AP exam	SY 22-23: 76%	SY 23-24: 80%	SY 24-25: 85.6%	85% will pass with a 3 or higher	+9.6%
6	% of students who earn the Seal of Biliteracy	SY 22-23: 14.6%	SY 23-24: 16.2%	SY 24-25: 14.1%	30%	-.5%

7	The % of students graduating with completion of at least two community college classes	New metric-baseline data unknown.	SY 23-24: 5.0%	SY 24-25: 10.7%	15%	+5.7% in one year
8	% prepared college and career indicator based on CA dashboard	48.6%	52.6%	55.7%	65%	+7.1%

Goal Analysis for 2025-2026

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

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

Goal 2, Action 1 (Expand CTE Pathways): CTE Pathway programs have continued to grow with an increase in student enrollment in the CTE pathway programs. The CTE Advisory board continues to meet and support the programs at ECR. ECR is building community partnerships each year. Specifically our Audio and Music production classes have partnered with businesses in the Career in Entertainment industry. We are on track to increase our CTE completion rate by another 2%. ECR continues to strengthen the 4 CTE pathways.

Goal 2, Action 2 (Support A-G Completion and AP Test Pass Rate): There has been an increase in AP pass rate. There is a small dip in the A-G completion rate.This is an ongoing focus area for academic counselors. However, factors such as the LA promise program (free community college) could be affecting the date. More students are choosing community college or trade school options.

Goal 2, Action 3 (Professional Development):Counselors present up to date college admissions information and post secondary options to the ECRCHS staff one time a year.

Goal 2, Action 4 (Academic Counseling):Due to budget restrictions ECRCHS no longer offered Counseling extended hours on a weekly basis in the 2024-2025 school year. Extended hours were limited to the registration season in April and May. Due to the drop in enrollment and funding, ECRCHS will cut two academic counselors, going from 10 to 8.

Goal 2, Action 5 (College and Career Counseling): Due to drop in enrollment and funding ECRCHS will reduce the counseling team from 3 college counselors to 2.

Goal 2, Action 6 (College and Career Readiness Program):Naviance has been our college and career platform since 2014. Students continue to utilize Naviance primarily for letters of recommendation, applications to private/out of state universities and transcript ordering. The program also offers detailed college and career search engines, including resume building skills and goal setting. Although these features are not utilized as much, the college and career center continue to showcase these tools in Naviance during classroom presentations and one on one sessions with students.

Goal 2, Action 7 (Summer School and Credit Recovery): Summer School still remains an option for our students who need remediation or to make up D grades for college Admissions. The FLEX/IS summer school program has increased in enrollment. FLEX/IS a variety of classes for students to take in order to catch up in credits.

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.

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

Academic Counselors continue to counsel and guide students through class selection, meeting A-G requirements, providing credit recovery options and guidance on post secondary plans. College Counselors run the college and career center providing college and career advising, writing letters of recommendation and guiding students in our dual enrollment program.

Our FLEX program continues to provide credit recovery options for students who need credit recovery in order to graduate on time.

Our CTE pathways and Dual Enrollment program are reputable and sought out by our students. These two areas continue to increase in numbers.

The AP program at ECRCHS continues to thrive, with more students passing AP tests each year.

Due to budget cuts and lack of funding, we are not able to provide some of the resources that we initially wrote out in the LCAP. At the end of SY 24-25, ECR cut two academic counselors and one college counselor; two of these counselors were bilingual in Spanish and English and the college counselor was a former counselor at a community college campus and served as our dual enrollment counselor. Extended hours were reduced to the enrollment season in late spring semester only. Reduction in staff and extended hours impacts the ability for counselors to reach out and connect with students and provide targeted interventions.

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.

Goal 2, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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	Expand CTE Pathways	ECR will continue to develop and expand on CTE pathways by: ● Investing in the necessary equipment, materials, and trainings to create opportunities in Woodworking, Culinary Arts, Video Game Design, Media, and other potential pathways ● Build community partners to increase student opportunities for capstone projects	$290,109.33	No
2	Support A-G Completion and AP Test Pass Rate	Support A-G completion and AP test pass rate by: ● Implementing the targeted interventions outlined in goal 1 action 1 (repeated expenditure)	$0.00	N/A
3	Professional Development	Professional development will include: ● Meaningful, relevant, and up-to-date training regarding the college admissions landscape and/or career exploration to help teachers, counselors, and administrators understand post-secondary options	$109,850.16	Yes

4	Academic Counseling	Continue to staff academic counselors, with a counselor to student ratio of under 1:400 to ensure the following services can be effectively provided: ● Support the academic development of students and monitoring of course course completion, both for graduation and for pursuit of post-secondary plans, including A-G completion and career pathway ● Ensure equitable enrollment in honors, AP, and CTE pathways pathways ● Encourage and support students to be proficient in English and one other language to achieve seal of biliteracy ● Facilitate interventions, conferences, SSPTs, and 504s as needed to provide tiered levels of support to ensure students can overcome barriers and be college and career ready In addition to regular school hours, counselors will provide the additional availability to students and families to increase engagement, provide conferences, program students, and offer other counseling related services: ● Before school hours from 8am-8:30am ● After school from 3:45pm-4:15pm ● Rotating counselor availability all summer ● All counselors available during welcome week in summer ● One counselor per week on Thursday from 4:15pm-6:15pm	$1,089,313.05	Yes

5	College and Career Counseling	Continue to staff 2 college and career counselors to ensure the following services can be effectively provided: ● Exploration of college and career through discussion, newsletters, workshops, and naviance training ● Provide workshops and evening events regarding a variety of topics, including dual and concurrent enrollment, financial aid, college knowledge, etc. ● Engage students in classroom presentations to increase knowledge of high school graduation requirements, post-secondary options, course availability, etc. ● Assist students work college applications, write recommendation letters, and help students with concurrent and dual enrollment ● Coordinate AP testing ● Coordinate the PSAT, which will continue to be funded by the school for grades 9-11	$305,704.49	Yes
6	College and Career Readiness Program	Contract and utilize a college and career readiness program, such as Naviance, to: ● Help students identify their strengths, discover careers, and prepare for post secondary programs. ● Students have the opportunity to complete multi grade level tasks within the Naviance platform that support college awareness, eligibility and preparedness.	$42,254.25	No

7	Summer School and Credit Recovery	Offer a variety of summer school and credit recovery opportunities to all students, including: ● Summer school remedial classes, through which students can make up “D” and “F” grades ● Summer school enrichment opportunities, through which students can complete requirements to make space for more rigorous Fall coursework ● A summer school transitional program for all incoming freshmen, to provide students assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimating them to the high school environment and school expectations (new in summer 2024) ● Summer classes to increase skills, such as pre-algebra, summer bridge to support in ELA and Math, as well as AP Bridge to promote critical thinking skills ● An online credit recovery program, through which students can make up Ds, Fs, and a few enrichment courses	$362,391.06	Yes
8	College Visits and Workshops	Students who are underserved and among the lowest ECR population (e.g., African American) to attend college post high school will attend college tours (HBCU Tour) and attend on-campus college workshops and seminars.	$150,000	No

Goal 3

Goal #	Description	Type of Goal
3	**All parents and guardians of the school community will have authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.**	Broad Goal

State Priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

ECRCHS wants to improve and increase the parent/guardian participation and engagement in students' learning process in preparation for high school and beyond. Better communication amongst the school community serves to increase academic achievement overall. Research shows that parent involvement improves student academic achievement as well as their motivation to succeed. The school is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

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

1	Number parents/guardians actively attending parent group meetings.	SY 22-23 N/A	SY 23-24: RISE: 5 parents attend regularly. Padres Latinos: 10 parents attend regularly. SSC: 1 parent attends regularly. ELAC: 4 parents attend regularly. Equity: 5 parents attend regularly.	SY 24-25: RISE: 5 parents attend regularly. Padres Latinos: 15-20 parents SSC: no meetings due to work to rule ELAC: 7-8 parents Equity: between 2-5 parents	RISE: 10 parents attend regularly. Padres Latinos: 20 parents attend regularly. SSC: 5 parents attend regularly. ELAC: 10 parents attend regularly. Equity: 10 parents attend regularly.	RISE: no change Padres Latinos: increase by 5-10 SSC:decrease by 1 ELAC: increase by 3-4 Equity: no change
2	Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.	SY 22-23 Aeries : 56%, with 39% of those parents showing that they have notifications setup Canvas : 31% have active accounts - do not know who has opted out of notifications	SY 23-24 Aeries : 74%, with 29% of those parents showing that they have notifications setup Canvas : 31% have active accounts - do not know who has opted out of notifications	SY 24-25: Aeries: 44% with 44% of these parents showing they have notifications setup Canvas:31% have active accounts - do not know who has opted out of notifications	Aeries : 100%, with 75% of those parents showing that they have notifications setup Canvas : 100% have active accounts	Aeries : decrease of 30%, increase of 15% notifications set up Canvas : no change

3	Number of newsletters, social media posts, and website updates per month.	SY 22-23 Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 3x per week. Twitter updated 2x per week.	SY 23-24 Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 2x per week. TikTok updated 1x per month. Website updated upon request from teachers and staff.	SY 24-25: Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 2x per week. TikTok updated 1x per month. Website updated upon request from teachers and staff	Newsletters sent 1x per week. Updated upon request from teachers and staff. Instagram & Facebook updated 5x per week. X (Twitter) updated 5x per week. TikTok updated 5x per week. Website updated upon request from teachers and staff and as needed by the marketing coordinator.	Newsletters - no change Instagram & Facebook - increase by 2x per week X (Twitter) - no change TikTok - no change Website - no change

Goal Analysis for 2025-2026

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

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

Goal 3, Action 1 (Collaboration with Parent Groups & all ECR Families): The tech department has not created video tutorials on how to sign up and navigate Aeries and Canvas and posted on the school website. No reason was provided as to why they could not do this. Parents have been invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input via the weekly newsletter and other online communications. Hosted Open House for incoming families to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships. A variety of parent groups, like RISE, Padres Latinos, and Royal Families, meet monthly.

Goal 3, Action 2 (Attendance Notifications): Using messagebird and Covantia, messages are automatically sent to parents when students are scanned in late by campus security officers. Parents are notified of absences at the end of each day.

Goal 3, Action 3 (Home-School Communication): Newsletters sent 1x per week. Updated upon request from teachers and staff.

Goal 3, Action 4 (Marketing Initiatives): We do not have any known marketing firm partnerships. Marketing Coordinator posts as requested by faculty and staff.

Goal 3, Action 5 (Family Center): Planning to remodel an office, including incorporating the necessary technology, to establish a Family Center in summer of 2025, using anti bias grant funds.

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.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Efforts are made to include families in meetings and events, though some are poorly attended. One of our most successful family events is our Open House event for incoming families. Additionally, parents enjoy coming to events to celebrate student achievement, such as senior awards, graduation, and a variety of shows and concerts. Marketing coordinator makes frequent posts, using items that have been requested and sent, but does not create new content or credit student photographers. Despite marketing efforts, enrollment is projected to decline.

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.

Goal 3, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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	Collaboration with Parent Groups & all ECR Families	Collaboration with parents through: ● Host more family night events and collaborative opportunities to meet and have dialogue with administrators, teacher leaders/teachers/counselors, and staff to share pertinent information and build school - home relationships. ● Parents are invited/asked to join School Site Council, LCAP, PAC and other meetings throughout the year to provide input ● A variety of parent groups, like RISE, Padres Latinos, and Royal Families, which meet monthly ● Provide informational videos and content (including potential costs, dates, expectations, timelines) to parents at the beginning of the year during Welcome Week, on the ECR website, in newsletters regarding Activities and Events as well as Graduation for transparency	$61,863.86	Yes
2	Attendance Notifications	Easy access to attendance updates through: ● Text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff ● Creating a system for notifying parents and guardians of chronic absenteeism ● Streamlined attendance notifications and protocols for absenteeism ● Creating an automated notification system that sends an email and text message to parents when a student has missed 5 days of school (full or partial days)	$34,876.37	Yes

3	Home-School Communication	Increase home-school communication by: ● Contracting with Aeries for a student information system and Canvas for a learning management system ● Increase parent/guardian engagement and education on Canvas/Canvas app and Aeries/Aeries app by making this part of enrollment/ orientation ● Create video tutorials on how to sign up and navigate Aeries and Canvas and post on the school website	$99,529.05	Yes
4	Marketing Initiatives	Fund a Marketing Coordinator to maintain: ● Marketing firm partnerships, social media campaigns, search engine optimization, weekly newsletter, website, and print media	$331,161.45	No
5	Welcome/Family Center	Remodel an office, including incorporating the necessary technology, to establish a Family Center to: ● Create a safe and welcoming space for families to get information and provide input ● Learn how to join parent groups, gather resources, make connections, and get involved in their student's education ● Get support in joining or navigating Aeries and/or Canvas or make appointments with school personnel	$0.00	No

Goal 4

Goal #	Description	Type of Goal
4	**Provide a safe, inclusive, and equitable learning environment to meet the social- emotional, mental health, and physical needs of all students through multi-tiered systems of support, targeted efforts to support vulnerable student populations, and sufficient, optimal equipment.**	Broad Goal

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

Fostering a positive school climate where every student feels valued and supported is vital to student learning. Research suggests that schools with inclusive and equitable learning environments experience higher levels of student engagement, improved attendance rates, and decreased disciplinary incidents, ultimately leading to a more positive overall school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	SY 22-23: 92.87%	SY 23-24: 92.86%	SY 24-25: 91.75%	95%	-1.12%
2	Chronic Absenteeism Rate	SY 22-23: 21.7%	SY 23-24: 22.0%	SY 24-25: 26.5%	16.7%	+4.8%
3	% of students with tardiness to periods 2-6	SY 22-23: Period 2: 45% Period 3: 44.4% Period 4: 36.8% Period 5: 40.6% Period 6: 30.1%	SY 23-24: Period 2:45% Period 3: 39% Period 4: 30% Period 5: 32% Period 6: 25%	SY 24-25: Period 2: 43% Period 3: 35% Period 4: 30% Period 5: 33% Period 6: 23%	Period 2: 20% Period 3: 15% Period 4: 15% Period 5: 15% Period 6: 15%	Period 2: -2% Period 3: -9.4% Period 4: -6.8% Period 5: -7.6% Period 6: -7.1%
4	Dropout Rate	SY 22-23: 4.6%	SY 23-24: 3.4%	SY 24-25: 2.1%	5% or less	-2.5%
5	Expulsion Rate	SY 22-23: 0%	SY 23-24: 0%	SY 24-25: 0%	0%	No Change (Maintained 0%)
6	Suspension Rate	SY 22-23: 1.7%	SY 23-24: 1.2%	SY 24-25: 0.69%	1% or Below	-1.01%
7	Score on the Facilities Inspection Tool (FIT)	January 23-24 Overall Score: Exemplary	January 24-25 Overall Score: Exemplary	January 24-25 Overall Score: Exemplary	Exemplary	No Change (Maintained Exemplary)
8	% of School Employees who Complete Required Compliance Trainings by Due Date	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	100%	No Change (Maintained 100%)

Goal Analysis for 2025-2026

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

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

The following adjustments were made to actions within goal 4:

Goal 4, Action 1 (Maintain 4 school-based therapists): SY 23-24 ECR had 4 therapists; SY 24-25 ECR had 3 therapists; SY 25-26 ECR had 1 therapist due to budgeting concerns. Though there were challenges with the cuts to therapists and counselors, expressed by both staff and students, the therapists and counselors collaborated and maintained groups, the Wellness Center, outreach, and classroom lessons to support student mental health and wellness.

Goal 4, Action 2 (Onboard and maintain a pupil services and attendance (PSA) counselor): A PSA counselor was never hired. In order to fund the position, a grant was applied for; however, ECR was not awarded the grant. Due to budget constraints, the position will not be added. Many stakeholders at the school continue to advocate for the position in SSC, ILT, committee meetings, etc. Without a dedicated and experienced attendance counselor and effective attendance systems, our attendance data reflects a need for attention, which will be an area of focus in our next LCAP. Currently, all school personnel do make efforts to support student attendance by maintaining a positive school climate, monitoring student attendance, and communicating with students and families regarding needs. However, there is a strong need for systemic procedures for attendance.

Goal 4, Action 3 (Maintain clean and safe facilities that are in good repair and well serviced): Through SY 24-25, actions were maintained as described and ECR had an ample security team. Currently, in Spring of 2026, we are down to 10 CSO (XX cut) and looking at alternatives for supervision. Counselors are currently being asked to take on supervision. ECR maintains a police officer and ample custodial staff and continues compliance training and PDs to ensure the safety and well being of the ECR community.

Goal 4, Action 4 (Continue to provide full-time school nurse, athletic trainer, and LVN): The school nurse retired in August of 2023 and a replacement was immediately hired but left in February 2024. Though the position remains open, is it unfilled. The retired school nurse comes a few times a week to support the LVN.

Goal 4, Action 4 (Implement multi-tiered systems of support): A PBIS coordinator was added in SY 24-25, allowing for more consistent communication and clearer explanation of expectations; PBIS developed significantly in this year, as the coordinator had a period out of the classroom. In SY 25-26, the coordinator did not have a period out of the classroom due to reduction of teachers. This change made it very difficult to progress and there was less movement in terms of PD, school-wide systems, tier two interventions, classroom supports and observations, etc. The PBIS team attends four yearly trainings with LACOE, following a train-the-trainer model, through which they develop PD to deliver at the school. ECR maintained two deans, who are an integral part of the PBIS team. The Wellness Center is well maintained and full of items for student use. ECR is proud to provide students TAP cards, removing potential transportation barriers. Additionally, the Shoup Campus is a valued resource for students who need an independent study option.

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

The board approved an 18% salary increase over three years which includes AYs 24-25, 25-26, and 26-27.

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

The school's collaborative effort and focus on MTSS has contributed to a decrease in student tardy behavior, though more consistent implementation of tardy sweeps and protocols must be implemented. Additionally, dropout rate, expulsion rate, and suspension rate remain low. Through PD, clarity was given on systems of referral and support was provided through scenarios and discussion. Many educators engage in a variety of tier one intervention and PBIS strategies (i.e., threshold, 5:1, re-do, praise, reinforcement) to support their students. Our school-wide reinforcement system, Royal Rewards, was introduced in SY 24-25, and students can earn rewards for engaging and improving in our school-wide behavior expectations. A campus beautification initiative, Camino Cares, was also implemented; this initiative takes place during lunch and is led each week by a different team or club and the advisor to help clean the lunch area. Overall, many increases in positive school culture were observed and systems were refined for referrals interventions. However, there has not yet been a positive increase in student attendance rate nor has there been a decrease in chronic absenteeism; attendance issues have grown to stand out as a focus area. Intentional focus moving forward will be devoted to systems for attendance intervention.

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.

Goal 4, including metrics and target outcomes remain the same. Adjustments to actions are as described above.

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	Maintain a school-based therapists	School-based therapists support the mental health and well-being of all students by: ● Providing individual and group counseling to students ● Offering professional development to staff ● Managing the Wellness Center and Peer Counselor Program ● Providing classroom lessons on issues that impact mental health	$117,541.33	No

2	Maintain clean and safe facilities that are in good repair and well serviced	Ensure clean, safe facilities that are in good repair by: ● Adequate staffing of clerical staff to maintain and run all offices ● Ordering new functional classroom furniture and materials to support all student learning ● Providing active and effective supervision of all students throughout the school day with sufficient staffing of a security team ● All employees completing compliance trainings for best practices of safe schools, including childhood sexual assault prevention, making schools safe and inclusive for LGBTQ+ students, mandated reporter for child abuse and neglect, sexual harassment prevention, youth suicide awareness, prevention, and postvention, students experiencing homelessness awareness and understanding, and bloodborne pathogen exposure prevention ● Professional development and trainings on lockdown and active shooter procedures ● Maintain clean and safe facilities to support student safety and positive behavior by adequately staffing security officers, custodial staff, and partnering with LAUSD Police Department to maintain a school police officer	$751,8052	No

3	Continue to provide full-time school nurse, athletic trainer, and LVN	Continue to provide full-time school nurse, athletic trainer, and LVN to attend to physical health needs of students including: ● Administration of physician approved medications ● Providing first aid and emergency care to students who become injured or ill during school hours ● Providing health education to students on a variety of topics such as hygiene, nutrition, exercise, etc. ● Seeking and attending professional development activities to stay current with best practices in school nursing, healthcare trends, and relevant legislation ● Providing professional development to staff on health issues and caring for students with certain health issues and in emergency situations ● Referrals for glasses, hearing and other health needs ● Maintaining accurate and confidential health records of students	$345,629.85	No

4	Implement multi-tiered systems of support	Continue implementation of Multi-Tiered System of Supports (MTSS), including implementing PBIS, by: ● Staffing a PBIS coordinator ● Financing a contract for PBIS trainings (e.g, LACOE or another organization)7 ● Providing coverage for the PBIS team for training days and compensation for monthly after school and summer meetings ● Providing field trips, speakers, and outreach activities, including transportation, to increase student engagement ● Providing Incentives for PBIS program to promote positive student behavior ● Creating and maintaining a summer transition program for incoming 9th grade students to help with early identification of academic and social-emotional needs to provide appropriate intervention (repeated expenditure) ● Supporting the Wellness Center by purchasing items to create a safe, calming, and inclusive space ● Supporting the Wellness Center by purchasing items for student use (i.e., games, art supplies, fidgets, sand trays, etc.) ● Staffing at least two school deans (certificated staff) to support positive student behavior ● Continued development of systems for behavior, support, and intervention ● Partnering with Metro to provide a TAP card that will be free of charge to each student ● Funding the Shoup Campus, for students who need an alternative form of education through independent study ● Adequately fund the cafeteria, food & Wellness program, and cafeteria staff to promote good nutrition and improve health and learning ● Build a partnership with West Valley Occupational Center (WVOC) to help inform students of career pathways and opportunities for those who need alternative methods of meeting requirements	$7,518,051.51	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$238,4845.26	

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
6.63%	0%	$0.00	6.63%

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 #(s)	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

Goal 1;Action 1	Unduplicated Students often need targeted intervention and support due to a variety of life circumstances, barriers, and a lack of resources.	Providing tailored support to unduplicated students, including Study Skills classes with in-class tutoring, after school tutoring for academic content areas, teacher's assistants and paraprofessionals, staffing an intervention team, staffing an unhoused and foster student liaison , and providing out-of-classroom support for students with disabilities to assess for learning needs to assist with IEPs and case management including school psychologists and special education coordinators, will ensure that all students have access to the help and support they need for academic success.	• % Students Scoring Met or Exceeded on Math SBAC (all and subgroups) • % Students Scoring Met or Exceeded on ELA SBAC all and subgroups) • A-G completion rate (all and subgroups) • % of students who graduate with a 2.0 or above (all and subgroups)
Goal 1; Action 4	Students can benefit from teachers evaluating data from MAP and CASSP to review how unduplicated students are progressing academically. This data can help with class placement and intervention for these students.	Diagnostic tools, such as NWEA, are helpful to our unduplicated students to monitor their academic progress. This can be accomplished by purchasing assessment and testing contracts, staffing a testing coordinator, and offering professional development to educators on administering exams, analyzing data, and differentiating instruction.	• % Students Scoring Met or Exceeded on Math SBAC • % Students Scoring Met or Exceeded on ELA SBAC
Goal 2; Action 2	Targeted interventions are designed with unduplicated students in mind but can benefit other students as well. Unduplicated students may need more support due to unstable situations, language barriers, or unfamiliarity with requirements.	Supports that may be especially helpful to our unduplicated students to increase A-G completion and AP pass rate are access to intervention counselors, tutoring, para-professionals, and study skill classes.	• A-G Completion Rate • % of students enrolled in AP classes • AP pass rate: % of students who score a 3 or better on AP exam

Goal 2; Action 3	Provide Professional Development for our teachers to provide tools and resources to support our unduplicated students. Teachers can implement learned strategies with their ELL students in the classroom.	Professional Development specifically targeted to impact our, Foster, Unduplicated and EL students will help these students by providing teachers with strategies they can use to teach lessons geared towards the population. Specific strategies include but are not limited to evidence based research describing the diverse learning needs of students.	• Number of Professional Development Trainings for teachers focused on closing the achievement gap
Goal 2; Action 4	Unduplicated students need a variety of counseling services to achieve college and career readiness. These students may face a variety of challenges outside of school or lack certain resources.	School counselors are necessary for all students but keep vulnerable populations at the forefront of their minds when planning interventions or providing services. For example, there are extended hours offered and groups tailored to specific student populations. Counselors meet one-on-one with each student to review individualized graduation plans and to discuss post-secondary plans. These meetings allow counselors to ensure equitable enrollment in honors, AP, and CTE pathways pathways.	• A-G Completion Rate • % of students enrolled in AP classes • AP pass rate: % of students who score a 3 or better on AP exam
Goal 2; Action 5	Targeting College and Career Counseling for our unduplicated students helps our students	Unduplicated students benefit from college and career counseling in order to gain more knowledge and resources surrounding the college application process.Through workshops and, evening events and one on one counseling Students can learn more about options after high school.	• % prepared college and career indicator based on CA dashboard

Goal 2; Action 7	ECR Summer School programs can provide students opportunities to make up classes, and be A-G ready.	Summer school offers opportunities for both credit recovery and enrichment. Our summer schedule offers remedial classes through which students can make up “D” and “F” grades. Enrichment is offered to provide space in Fall schedules for more rigorous coursework. In addition to credit recovery and enrichment, our summer school hosts a transitional and bridge program for all incoming freshmen. The transitional program provides 9th graders with assessment, assistance, intervention, and enrichment in ELA and Math, as well as acclimates them to the high school environment and school expectations (new in summer 2024) The summer Bridge program offers support in ELA and Math, as well as AP Bridge classes.	• A-G completion rate (all and subgroups)
Goal 3; Action 1	All unduplicated students benefit from an increase in school to home communications as research indicates that students improve academically and socially when parents are involved.	Increasing collaboration with parents through family night events, School Site Council, LCAP, PAC, and parent groups will support all families, but will specifically address the needs of unduplicated students by providing multiple opportunities for parents to become more involved with school business and activities.	• Number parents/guardians actively attending parent group meetings
Goal 3; Action 2	Our data indicates that unduplicated students' attendance is low and leads to poor academic performance.	Providing easy access to attendance updates through text messaging, weekly newsletter, phone calls, social media updates, and other types of communication for parents and staff will support all families, but will specifically address the needs of unduplicated students by ensuring parents and guardians are notified of chronic absenteeism in different ways.	• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. • Number of newsletters, social media posts, and website updates per month.

Goal 3; Action 3	Parents of unduplicated students often need support in utilizing school provided systems for attendance clearing and instructional communication such as Aeries and Canvas.	Increasing communication between the school and the home will support all families, but will specifically address the needs of unduplicated students by ensuring families are notified of students' attendance, assignments, grades, school events, and activities, while also providing avenues for two way communication between the school and the home.	• Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails. • Number of newsletters, social media posts, and website updates per month.
Goal 3; Action 5	Easy access and a welcoming space for families of unduplicated students to learn and obtain resources creates a transparent environment where they feel safe.	Establishing a Family Center will support all families but will specifically address the needs of unduplicated students by offering a dedicated and safe place for guidance. Often families of unduplicated students need more direct assistance when obtaining resources. Having a designating location for families will allow a higher level of comfort when seeking support.	• Number parents/guardians actively attending parent group meetings • Percentage of parents who have active Aeries and Canvas accounts, and who have signed up for texts and emails.
Goal 4; Action 2	Though attendance has been identified as a need in our school, there are specific needs for our unduplicated students. Many of these students have unique barriers such as language, home, family, and economic difficulties.	Onboarding a PSA counselor allocate dedicated attention for attendance from a trained professional who can devote time to create individualized student support plans. A PSA counselor conducts family visits, meets with students and families to identify underlying issues impacting attendance, and provides individualized support to keep students in school.	• Attendance Rate • Chronic Absenteeism Rate • Dropout Rate

Goal 4; Action 5	All students, including our unduplicated students, benefit from implementation of multi-tiered systems of support. Many of the supports listed in this section are tier one interventions, which are universal and provide benefit to all students. Tier 1 interventions are effective for about 80% of students and more targeted and intensive interventions are described in other sections. Unduplicated students often have several life factors that create unstable socio-emotional situations and it is a priority at ECRCHS to provide a safe and welcoming school environment.	Creating an equitable, positive, and safe learning environment is accomplished through multi-tiered systems of support. To tend to basic necessities of nutrition and transportation, students are offered two free meals per day and free transportation (a prepaid metro card). A welcoming environment is established through PBIS, through which school-wide behavioral expectations are set and educators are encouraged to reinforce positive behavior. Established routines and clear and consistent expectations promote equity.	• Attendance Rate • Chronic Absenteeism Rate • % of students with tardiness to periods 2-6 • Dropout Rate • Expulsion Rate • Suspension Rate

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
Goal 1;Action 1	Targeted interventions are needed for unhoused and foster youth, as they typically have less resources and support.	Unhoused and foster youth students are provided with a foster and unhoused youth coordinator to provide academic and wellness monitoring.	• Graduation Rate
Goal 1; Action 2	Student achievement data reflects a need to provide additional support for our EL population to provide instructional support and interventions. EL students may not only struggle with the language and various life circumstances, but may lack support at home, as family members may also struggle to provide assistance due to the language barrier.	EL students are provided with an EL coordinator who manages testing, reclassification, programming, and interventions for our EL population.	• Reclassification Rate • % Students Scoring Met or Exceeded on ELA SBAC • % Students Scoring Met or Exceeded on Math SBAC
Goal 1; Action 3	Unduplicated students have various learning needs that require tailored and differentiated instruction.	Specific professional development will be geared towards instructional strategies designed to support EL students.	• Reclassification Rate • % Students Scoring Met or Exceeded on ELA SBAC • % Students Scoring Met or Exceeded on Math SBAC

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.

[Provide description here]

Additional Concentration Grant Funding

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

N/A

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

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.
- 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.
- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 35,964,756	$ 2,384,845	6.631%	0.000%	6.631%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 34,779,795	$ 8,475,016	$ -	$ 1,259,858	$ 44,514,668.51	$ 30,458,569	$ 14,056,099

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	Implement Targeted Intervention	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 199,881	$ -	$ -	$ -	$ -	$ 199,881	$ 199,881	0.000%
1	2	Targeted Intervention for EL Population	All	Yes	Limited	English learner (EL)	All Schools		$ 68,634	$ 12,373	$ -	$ -	$ -	$ 81,007	$ 81,007	0.000%
1	3	Professional Development	All	Yes	LEA-wide	English learner (EL)	All Schools		$ 109,850	$ -	$ 42,333	$ -	$ -	$ 67,517	$ 109,850	0.000%
1	4	Data Driven Instruction and Intervention	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		$ -	$ 654,113	$ 61,864	$ 592,249	$ -	$ -	$ 654,113	0.000%
1	5	Highly Qualified Teachers	All	No					$ 23,875,258	$ -	$ 20,496,224	$ 2,685,099		$ 693,936	$ 23,875,258	0.000%
1	6	Administrative Team	All	No					$ 1,382,265	$ -	$ 1,168,674	$ 213,592	$ -	$ -	$ 1,382,265	0.000%
2	1	Expand CTE Pathways	All	No					$ -	$ 290,109	$ -	$ 290,109	$ -	$ -	$ 290,109	0.000%
2	2	Support A-G Completion and AP Test Pass Rate	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Professional Development	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 109,850	$ -	$ 42,333	$ -		$ 67,517	$ 109,850	0.000%
2	4	Academic Counseling	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 1,089,313	$ -	$ 1,089,313	$ -	$ -	$ -	$ 1,089,313	0.000%
2	5	College and Career Counseling	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ 305,704	$ -	$ 305,704	$ -	$ -	$ -	$ 305,704	0.000%
2	6	College and Career Readiness Program	All	No					$ -	$ 42,254	$ 42,254	$ -	$ -	$ -	$ 42,254	0.000%
2	7	Summer School and Credit Recovery	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 362,390	$ 92,300	$ 270,090	$ -	$ -	$ 362,390	0.000%
2	8	College Visits and Workshops	All	No						$ 150,000	$ -			$ 150,000	$ 150,000	0.000%
3	1	Collaboration with Parent Groups and all ECR Families	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 61,864	$ 61,864	$ -	$ -	$ -	$ 61,864	0.000%
3	2	Attendance Notifications	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 34,876	$ 34,876	$ -	$ -	$ -	$ 34,876	0.000%
3	3	Home-School Communication	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$ -	$ 99,529	$ 99,529	$ -	$ -	$ -	$ 99,529	0.000%

3	4	Marketing Initiatives	All	No					$ 127,011	$ 204,151	$ 331,161	$ -	$ -	$ -	$ 331,161	0.000%
3	5	Create a Welcome/Family Center	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	School-Based Therapy and Mental Health Supports	All	No					$ -	$ 117,541	$ -	$ 117,541	$ -	$ -	$ 117,541	0.000%
4	2	Maintain Clean and Safe Facilities	All	No					$ 2,023,990	$ 5,330,030	$ 7,354,020	$ -	$ -	$ -	$ 7,354,020	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	All	No					$ 345,630	$ -	$ 345,630	$ -	$ -	$ -	$ 345,630	0.000%
4	4	Implement Multi-Tiered Systems of Support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$ 821,182	$ 6,696,869	$ 3,211,715	$ 4,306,336	$ -	$ -	$ 7,518,052	0.000%

2026-2027 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
$ 35,964,756	$ 2,384,845	6.631%	0.000%	6.631%	$ 5,041,832	0.000%	14.019%	**Total:**	$ 5,041,832
								LEA-wide Total:	$ 5,041,832
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services
1	1	Implement Targeted Intervention	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ -	0.000%
1	2	Targeted Intervention for EL Population	Yes	Limited	English learner (EL)	All Schools	$ -	0.000%
1	3	Professional Development	Yes	LEA-wide	English learner (EL)	All Schools	$ 42,333	0.000%
1	4	Data Driven Instruction and Intervention	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$ 61,864	0.000%
1	5	Highly Qualified Teachers	No				$ -	0.000%
1	6	Administrative Team	No				$ -	0.000%
2	1	Expand CTE Pathways	No				$ -	0.000%
2	2	Support A-G Completion and AP Test Pass	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ -	0.000%
2	3	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 42,333	0.000%
2	4	Academic Counseling	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 1,089,313	0.000%
2	5	College and Career Counseling	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 305,704	0.000%
2	6	College and Career Readiness Program	No				$ -	0.000%
2	7	Summer School and Credit Recovery	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 92,300	0.000%
2	8	College Visits and Workshops	No				$ -	0.000%
3	1	Collaboration with Parent Groups and all E	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 61,864	0.000%

3	2	Attendance Notifications	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 34,876	0.000%
3	3	Home-School Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$ 99,529	0.000%
3	4	Marketing Initiatives	No				$ -	0.000%
3	5	Create a Welcome/Family Center	No				$ -	0.000%
4	1	School-Based Therapy and Mental Health S	No				$ -	0.000%
4	2	Maintain Clean and Safe Facilities	No				$ -	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	No				$ -	0.000%
4	4	Implement Multi-Tiered Systems of Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 3,211,715	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 43,799,938.00	$ 41,995,070.00

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	Implement Targeted Intervention	Yes	$ 196,520	$ 179,145
1	2	Targeted Intervention for EL Population	Yes	$ 77,480	$ 75,681
1	3	Professional Development	Yes	$ 108,003	$ 97,007
1	4	Data-Driven Instruction and Intervention	Yes	$ 528,671	$ 2,022,870
1	5	Highly Qualified Teachers	No	$ 23,473,790	$ 21,083,887
1	6	Administrative Team	No	$ 1,359,022	$ 1,220,658
2	1	Expand CTE Pathways	No	$ 234,474	$ 239,903
2	2	Support A-G Completion and AP Test Pass Rate	Yes	$ -	$ -
2	3	Professional Development	Yes	$ 108,003	$ 97,007
2	4	Academic Counseling	Yes	$ 1,070,996	$ 967,256
2	5	College and Career Counseling	Yes	$ 300,564	$ 270,503
2	6	College and Career Readiness Program	No	$ 34,151	$ 30,674

2	7	Summer School and Credit Recovery	Yes	$ 292,894	$ 263,074
2	8	College Visits and Workshops	No	$ 150,000	$ 134,728
3	1	Collaboration with Parent Groups & all ECR Families	Yes	$ 50,000	$ 44,909
3	2	Attendance Notifications	Yes	$ 28,188	$ 25,318
3	3	Home-School Communication	Yes	$ 80,442	$ 72,252
3	4	Marketing Initiatives	No	$ 289,875	$ 268,234
3	5	Create a Welcome/Family Center	No	$ -	$ -
4	1	Maintain one school-based therapists	No	$ 95,000	$ 85,726
4	2	Maintain clean and safe facilities that are in good repair and well serviced	No	$ 8,762,087	$ 8,152,698
4	3	Continue to provide full-time school nurse, athletic trainer, and LVN	No	$ 339,818	$ 786,940
4	4	Implement multi-tiered systems of support	Yes	$ 6,219,960	$ 5,876,600
				$ -	$ -
				$ -	$ -

2026-2027 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,384,845	$ 5,041,832	$ 4,721,962	$ 319,870	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement Targeted Intervention	Yes	$ -	$ -	0.000%	
1	2	Targeted Intervention for EL Population	Yes	$ -		0.000%	
1	3	Professional Development	Yes	$ 42,333	$ 52,355.00	0.000%	0.000%
1	4	Data Driven Instruction and Intervention	Yes	$ 61,864	$ 73,856.00	0.000%	0.000%
1	5	Highly Qualified Teachers	No	$ -		0.000%	0.000%
1	6	Administrative Team	No	$ -		0.000%	0.000%
2	1	Expand CTE Pathways	No	$ -		0.000%	0.000%
2	2	Support A-G Completion and AP Test Pass Rate	Yes	$ -		0.000%	0.000%
2	3	Professional Development	Yes	$ 42,333	$ 46,525.00	0.000%	0.000%
2	4	Academic Counseling	Yes	$ 1,089,313	$ 967,256.00	0.000%	0.000%
2	5	College and Career Counseling	Yes	$ 305,704	$ 280,503.00	0.000%	0.000%
2	6	College and Career Readiness Program	No	$ -		0.000%	0.000%
2	7	Summer School and Credit Recovery	Yes	$ 92,300	$ 98,548.00	0.000%	0.000%
2	8	College Visits and Workshops	No	$ -		0.000%	0.000%
3	1	Collaboration with Parent Groups and all ECR Families	Yes	$ 61,864	$ 44,909.00	0.000%	0.000%
3	2	Attendance Notifications	Yes	$ 34,876	$ 25,318.00	0.000%	0.000%

3	3	Home-School Communication	Yes	$ 99,529	$ 103,544.00	0.000%	0.000%
3	4	Marketing Initiatives	No	$ -		0.000%	0.000%
3	5	Create a Welcome/Family Center	No	$ -	$ -	0.000%	0.000%
4	1	School-Based Therapy and Mental Health Supports	No	$ -		0.000%	0.000%
4	2	Maintain Clean and Safe Facilities	No	$ -		0.000%	0.000%
4	3	School Nurse, Athletic Trainer, and LVN	No	$ -		0.000%	0.000%
4	4	Implement Multi-Tiered Systems of Support	Yes	$ 3,211,715	$ 3,029,148.00	0.000%	0.000%

2026-2027 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)
$35,964,755.95	$ 2,384,845	0.000%	6.631%	$ 4,721,962	0.000%	13.129%	$0.00 - No Carryover	0.00% - No Carryover