# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Epic California Academy

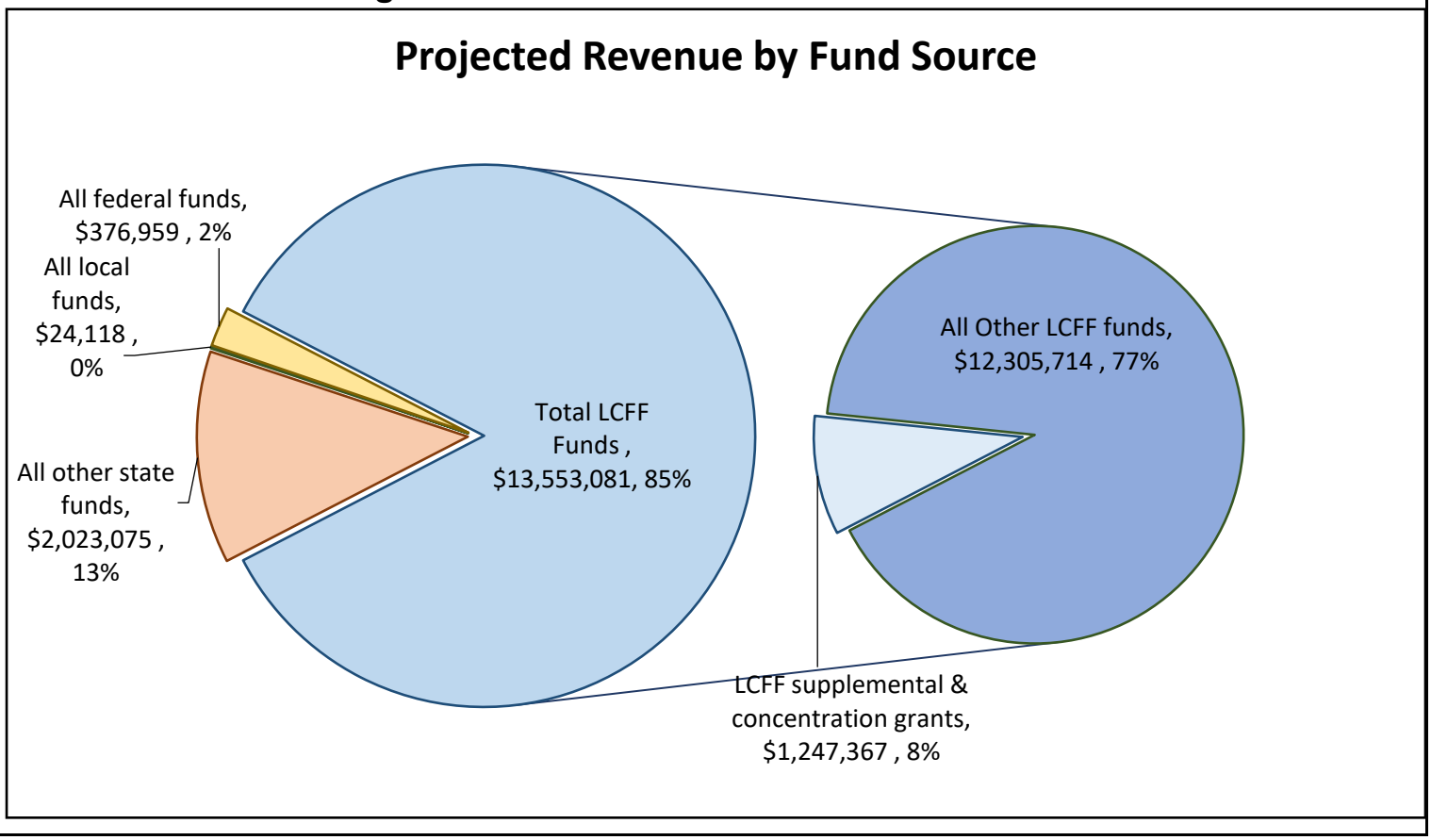
CDS Code: 30 10306 0134239

School Year: 2026-2027

LEA contact information: Paul MacGregor, paul.macgregor@epiccalifornia.org

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

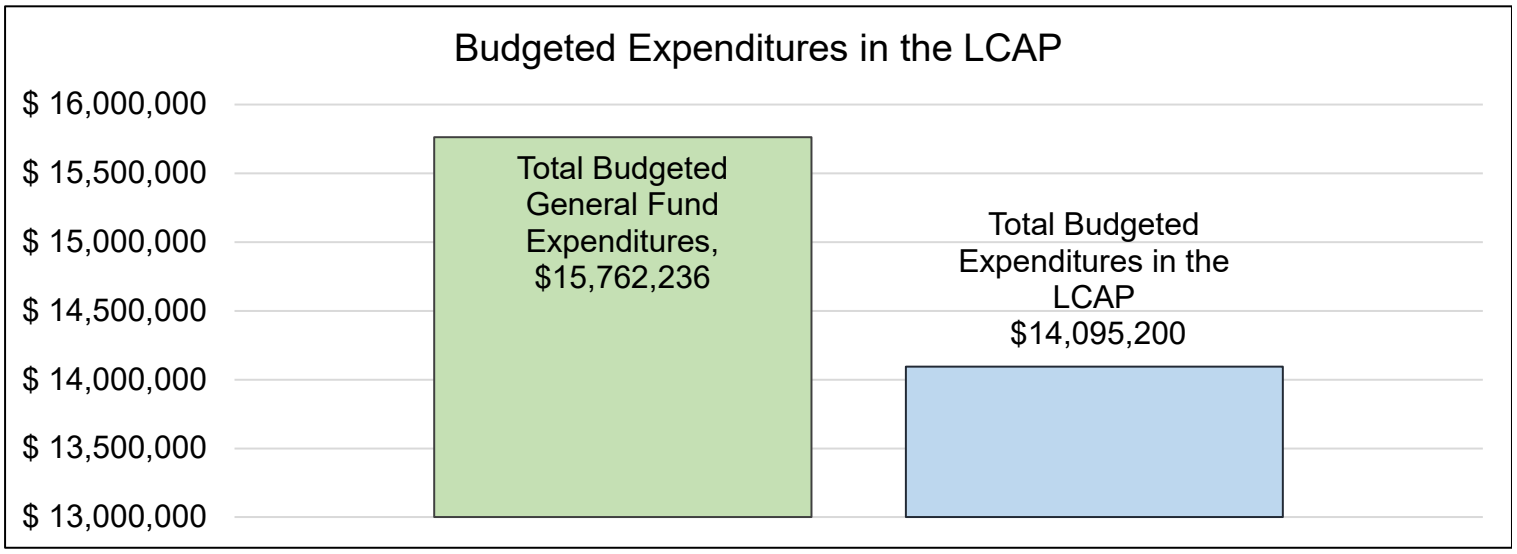



This chart shows the total general purpose revenue Epic California Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Epic California Academy is $15,977,232.96, of which $13,553,081.00 is Local Control Funding Formula (LCFF), $2,023,074.96 is other state funds, $24,118.00 is local funds, and $376,959.00 is federal funds. Of the $13,553,081.00 in LCFF Funds, $1,247,367.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Epic California Academy 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: Epic California Academy plans to spend $15,762,236.13 for the 2026-2027 school year. Of that amount, $14,095,200.00 is tied to actions/services in the LCAP and $1,667,036.13 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

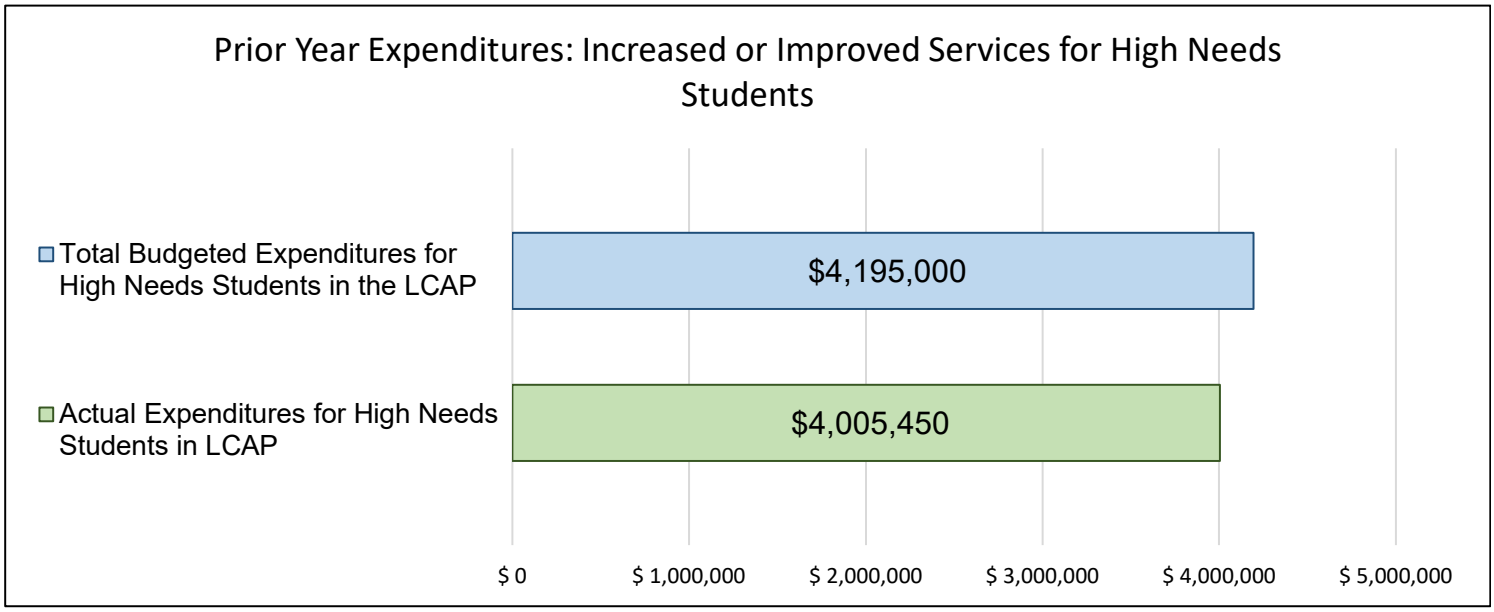
Compensation and related benefit costs for non-certicated staff, additional special education services, professional services, rent and facility costs, and general operational expenditures.

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

In 2026-2027, Epic California Academy is projecting it will receive $1,247,367.00 based on the enrollment of foster youth, English learner, and low-income students. Epic California Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Epic California Academy plans to spend $4,302,400.00 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 Epic California Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Epic California Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Epic California Academy's LCAP budgeted $4,195,000.00 for planned actions to increase or improve services for high needs students. Epic California Academy actually spent $4,005,450.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $189,550.00 had the following impact on Epic California Academy's ability to increase or improve services for high needs students:

# 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 |
|---|---|---|
| Epic California Academy | Paul MacGregor, Executive Director | paul.macgregor@epiccalifornia.org<br>657-220-1000 |

# Plan Summary [2026-27]

## General Information

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

Epic California Academy was established in 2016 in Orange County as a nonclassroom-based independent study program designed to provide families and students with flexible and personalized educational options. Epic's mission is *fulfilling every student's individual potential by personalizing an educational plan that focuses on school and family partnership to achieve optimal student performance.*

Epic is a direct-funded charter school authorized by the Orange County Board of Education and serves students in grades TK through 12 across Orange, Los Angeles, San Bernardino, Riverside, and San Diego counties. Epic California Academy (ECA) creates an individualized academic plan for each student based on their educational needs, talents, strengths, and areas for improvement. This personalized learning approach supports student development through curriculum aligned with California State Standards, including the California Common Core State Standards and Next Generation Science Standards, while actively engaging parents and students in learning and goal setting.

As of October 1, 2025 (CBEDS Information Day), Epic enrolls 1,090 students. The student body is distributed across grade levels as follows: 25% in grades TK-5, 59% in grades 6-8, and 16% in grades 9-12. The school serves a diverse population, with 30% of students identifying as Hispanic or Latino, 27% as White, 27% as Black or African American, and 16% identifying as multiracial or other race/ethnicity categories. Additionally, 49% of students are socioeconomically disadvantaged, 15% receive special education services through an Individualized Education Program (IEP), and 3% are identified as English learners.

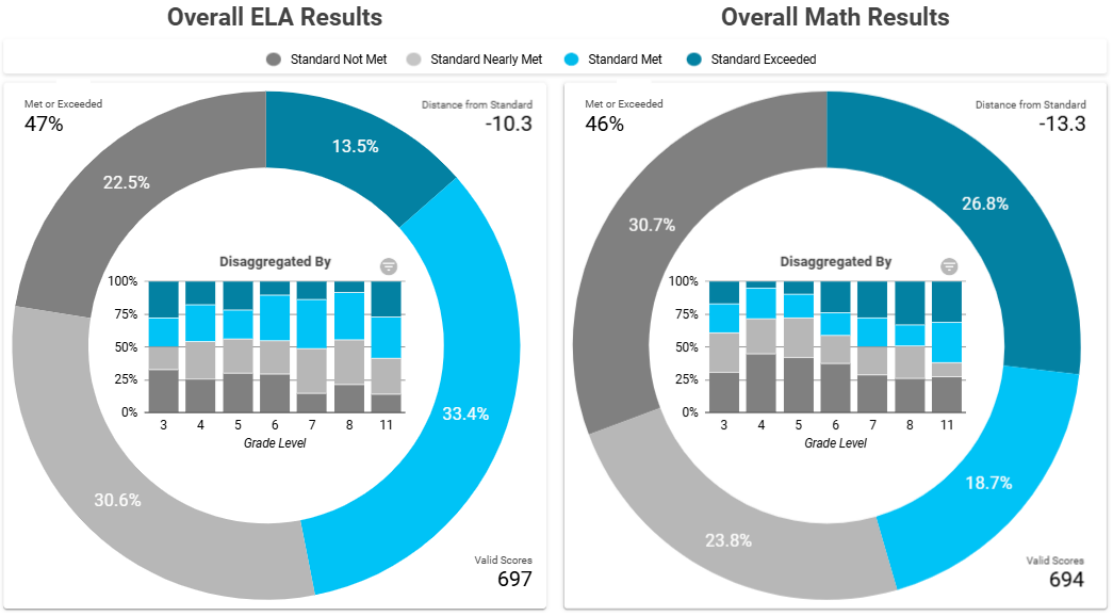
Epic continues to focus on improving academic achievement, student engagement, chronic absenteeism outcomes, and college and career readiness through targeted interventions, personalized learning pathways, data-driven instructional practices, and increased family engagement. During the 2025-26 school year, Epic continued implementation of a grade-band instructional model to strengthen instructional specialization, improve student support systems, and enhance the overall educational experience for students and families.

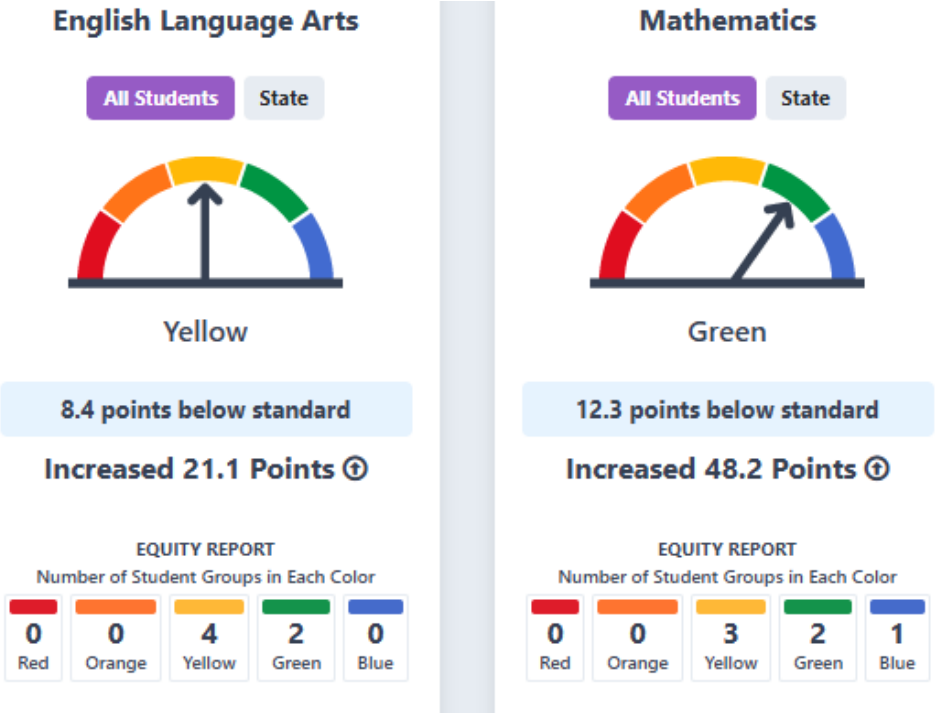
# Reflections: Annual Performance

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

Analysis of 2025 California School Dashboard data for Epic California Academy reveals that 47% of students met or exceeded proficiency in English language arts (ELA). This represents a 9% increase from 2024. 46% of students met or exceeded proficiency in mathematics. This represents an 18% increase from 2024. In ELA, African American, Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups demonstrated significant growth, while no subgroups declined. In Math, African American, Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups demonstrated significant growth, while no subgroups declined. English learner progress revealed 57% making progress, up 28% from the previous year. Chronic absenteeism decreased by 9%, reflecting enhanced student engagement.

### 2025 SBAC Overall Results






The 2025 California School Dashboard graduation rate for Epic California Academy declined to 65.3%, continuing to reflect a significant area of focus for the school. A substantial contributing factor to this outcome is the number of high school students who disengage from school and leave Epic without formally enrolling in another educational program or completing an approved transfer process. As a nonclassroom-based independent study program serving a highly mobile and at-risk student population, Epic frequently enrolls students who are significantly credit deficient, have experienced prior academic disruption, or face social-emotional and attendance-related barriers that impact persistence toward graduation.

During the 2024-25 and 2025-26 school years, Epic strengthened its intervention and student monitoring systems to address these challenges. The school implemented enhanced tracking procedures for disengaged students, expanded attendance and academic interventions, increased counselor and supervising teacher outreach, and improved communication with families to support student re-engagement and retention. Epic also refined internal systems for monitoring credit progress, identifying early warning indicators, and providing targeted support to students at risk of dropping out.

While the graduation rate remains an area of concern, Epic believes these expanded intervention efforts are creating a stronger system of support for students and will contribute to improved student persistence, engagement, and graduation outcomes in future Dashboard reporting cycles.

The implementation of expanded intervention systems, targeted academic supports, attendance monitoring practices, and increased family engagement efforts contributed to measurable improvement across several 2025 Dashboard indicators, including chronic absenteeism, English learner progress, college and career readiness, and science achievement.

# Reflections: Technical Assistance



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

Epic California Academy qualified for Differentiated Assistance during the 2024-25 school year based on multiple California School Dashboard indicators, including Graduation Rate, Chronic Absenteeism, English Language Arts, Mathematics, College and Career Readiness, and English Learner Progress. Dashboard results identified the need for continued improvement in academic achievement, student engagement, graduation outcomes, and support systems for English learners and other student groups.

In response to these indicators, Epic strengthened schoolwide intervention and monitoring systems focused on increasing student engagement, attendance, academic progress, and persistence toward graduation. The school expanded data-driven intervention practices, enhanced progress monitoring procedures, increased counselor and supervising teacher outreach, and implemented additional supports for students identified as academically at risk or chronically absent.

Epic also continued refining instructional practices through grade-band instructional specialization, targeted academic interventions in English language arts and mathematics, expanded student support services, and increased family communication and engagement efforts. English learner supports and monitoring systems were strengthened through increased use of ELPAC and local assessment data to identify student needs and guide instructional planning.

Epic will continue to use Dashboard and local data to evaluate the effectiveness of these actions and adjust supports as needed to improve outcomes for all student groups and address the indicators that led to Differentiated Assistance identification during the 2024-25 school year.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

N/A

## *Support for Identified Schools*

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

N/A

## *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers | Epic Staff Survey in August; Epic Staff Survey review and discussion, August 14/15; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, February. |
| School Leaders | Epic Staff Survey in August; Epic Staff Survey review and discussion, August 14/15; Weekly leadership team meetings; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, February. |
| Other School Personnel | Epic Staff Survey in August; Epic Staff Survey review and discussion, August 14/15; Monthly staff listening sessions, October – May; Monthly all-staff meetings, September – May; Professional Learning Community in-person review, February. |
| Parents/Guardians | Epic student/family engagement and feedback solicitation with supervising teachers, August – September; Epic Parent Survey, May; Governing board meetings, eight annually. |
| Students | Epic student/family engagement and feedback solicitation with supervising teachers, August – September; Interactive learning period meetings, monthly. |
| Board of Directors | The ECA board meets regularly and provides feedback and input to the executive director regarding content related to the LCAP. The board met on June 11 for a public hearing regarding the 2026-27 LCAP and adopted the LCAP following the public hearing. |

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

Educational partner input provided Epic with our identified areas of focus, all of which promote student success. Student achievement and student-parent engagement/involvement were the top two areas of opportunity.

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All Epic students will be provided high-quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will enable the students to achieve academically through personalized learning (including unduplicated student groups: English Language Learners, Foster Youth, and Low-Income students). | Broad |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students need a comprehensive guided strategy, from assessment to curriculum and instruction, that provides a rich environment in which to learn from kindergarten through high school graduation. Epic must continue to ensure that all available resources and programs are being effectively implemented to support student academic success.

# Measuring and Reporting Results

| Measuring and Reporting Results Metric # | Metric | Baseline | Target for Year 1 Outcome |
|---|---|---|---|
| 1.1 | The percentage of teachers appropriately credentialed and not misassigned (School Accountability Report Card – SARC). | 1.1 Epic teachers were without appropriate credentials or misassigned (-1.2 improvement from the previous year) | 100% of Epic teachers have appropriate credentials and no misassignments. |
| 1.2 | The percentage of students who have access to standards-aligned instructional materials. | 100% of Epic students have sufficient access to standards-aligned instructional materials. | 100% of Epic students have sufficient access to standards-aligned instructional materials. |
| 1.3 | The percentage of students who have met or exceeded proficiency on the state SBAC ELA (California State Dashboard). | 47% (-8.4 points Distance from Standard)<br>10% improvement from the previous year. | 50% |
| 1.4 | The percentage of students who have met or exceeded proficiency on the state SBAC Math (California State Dashboard). | 46% (-12.3 points Distance from Standard)<br>18% improvement from the previous year. | 47% |
| 1.5 | The percentage of students who have completed the SBAC assessments | >95% | >95% |

| | | | |
|---|---|---|---|
| | (California State Dashboard). | | |
| 1.6 | The percentage of English learners making progress towards English language proficiency (California State Dashboard). | 56.5%<br>28% improvement from the previous year. | >60% |
| 1.7 | Distance from Standard on the California Science Test (CAST) (California State Dashboard). | 55.3 points above standard (Blue)<br>73.5 point increase from the previous year. | Maintain Blue performance and remain above standard |

# Goal Analysis for [2025-26]

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

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

Through collaboration with educational partners, Epic California Academy determined that the planned actions and services under Goal 1 were implemented substantially as intended during the 2025-26 school year. The school continued implementation of standards-aligned curriculum, expanded intervention supports, enhanced instructional technology access, and strengthened progress monitoring systems to support student achievement.

Epic continued implementation of its grade-band instructional model, allowing supervising teachers to specialize in specific grade spans and provide more targeted academic support. The school also expanded data-driven intervention practices, including increased use of local assessment data, individualized student monitoring, and targeted supports for students identified as academically at risk.

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 were no material differences between budgeted expenditures and estimated actual expenditures associated with Goal 1 actions and services.

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

The actions and services associated with Goal 1 were effective in supporting improved student outcomes during the 2025-26 school year. Epic continued refining curriculum alignment to California State Standards and expanded intervention and progress monitoring systems to better identify and support student academic needs. Access to technology remained a priority, with Chromebooks, iPads, and internet connectivity provided to students who require access to instructional resources and assessments.

Dashboard and local assessment data demonstrated meaningful improvement in several academic indicators. English learner progress increased significantly on the California School Dashboard, and science achievement improved substantially, increasing from 18.2 points below standard in 2024 to 55.3 points above standard in 2025 on the California Science Test (CAST) indicator. Epic also continued to strengthen support systems for students with disabilities through expanded collaboration among general education staff, special education staff, and student support services personnel.

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.

Based on analysis of Dashboard and local assessment data, Epic will continue refining academic intervention systems and targeted instructional supports during the coming year. The school added additional metrics related to English learner progress and science achievement to better monitor student outcomes and align Goal 1 with identified student needs and state accountability indicators.

Epic will continue emphasizing data-driven instruction, targeted interventions, personalized learning pathways, and professional development focused on evidence-based instructional practices. The school will also continue strengthening systems designed to improve student achievement, increase assessment participation, and support academic growth for all student groups.

**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 | Implementation of State Standards | Provide a sequence of professional development and activities supporting the implementation of state standards, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (English Learners, Foster Youth, and Low-Income students). | $3,633,000 | N |
| 2 | Targeted Academic Support | Increase access to extra support, materials, and learning opportunities for students who do not demonstrate proficiency on internal and state assessments. | $1,130,000 | Y |
| 3 | English Language Supports | Provide teachers with support for the implementation of English Language Development standards. | $185,000 | Y |
| 4 | Reclassified Fluent English Proficient (RFEP) Support | Continue to provide support in monitoring the progress of reclassified English proficient students through personnel, academic programs, and data analysis. | $96,000 | Y |
| 5 | Individualized Learning Plans (ILPs) | Every student will be assigned a supervising teacher that will meet with the student and parent at least once learning period to develop and monitor the student's Individualized Learning Plan. The plan will be built around the student's needs and will be monitored throughout the school year as needed. | $1,734,000 | N |
| 6 | Technology Availability | ECA will make sure that any student who needs a Chromebook or internet for curriculum and assessment access will be provided with the technology at no cost. | $724,500 | N |
| 7 | Students with IEPs | Students with IEPs participate in general education to the maximum extent possible. Education needs are driven by IEP goals for each special education student. | $1,787,300 | N |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Develop and improve systems to support school connectivity, participation, and communication. | Broad |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Epic must ensure that students and families have comprehensive information about, and access to, all Epic programs and services, and that students and families participate fully in a robust education program that engages and prepares students for academic success.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Target for Year 1 Outcome |
|---|---|---|---|
| 2.1 | Attendance percentage (student information system) | 94% | >94% |
| 2.2 | Chronic absenteeism percentage (California State Dashboard) | 12.8%<br>Declined 9.3% from the previous year | <11% |
| 2.3 | Family engagement and satisfaction survey | Survey to be created in 2026-27 school year | 80% positive responses |

# Goal Analysis for [2025-26]

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

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

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these actions.

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 were no material differences between budgeted expenditures and estimated actual expenditures.

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

The actions and services associated with Goal 2 were effective in improving student engagement, attendance, and school connectivity during the 2025-26 school year. Epic continued strengthening systems designed to support student participation, family communication, and student re-engagement through expanded outreach efforts, enhanced attendance monitoring procedures, and increased collaboration between supervising teachers, counselors, and student support personnel.

Epic's attendance and compliance systems contributed to meaningful improvement in chronic absenteeism outcomes. The school's chronic absenteeism rate decreased from 22.1% in 2024 to 12.8% in 2025 on the California School Dashboard, representing a 9.3 percentage point reduction. This improvement reflects the effectiveness of targeted attendance interventions, proactive family communication, individualized student support, and expanded efforts to identify and re-engage students demonstrating attendance concerns.

Epic also continued expanding communication systems through newsletters, social media outreach, parent engagement opportunities, and increased use of the parent portal to improve school connectivity and strengthen relationships between families and school staff.

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

Based on analysis of Dashboard and local data, Epic will continue implementation of the existing Goal 2 actions and services while refining engagement and attendance monitoring systems to further support student participation and school connectivity. The school updated baseline metrics using 2025 Dashboard data and will continue emphasizing proactive communication, student re-engagement strategies, and family engagement practices designed to reduce chronic absenteeism and improve overall student connectedness.

Epic will also continue evaluating the effectiveness of attendance interventions, communication systems, and family engagement opportunities to ensure students and families remain connected to school programs, services, and academic supports.

**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 | Attendance and Compliance | Epic will continue to improve assistance to teachers with family/student engagement and attendance compliance support. | $587,000 | Y |
| 2 | Student Information System and the Parent Portal | Epic will continue to implement the expanded features of School Pathways with an emphasis on increasing the parent portal usage to communicate with students and their parents/guardians. | $350,000 | N |
| 3 | Community Events | Epic will make sure all key educational partners have opportunities to engage in school events, growth opportunities, and governance. | $77,000 | Y |
| 4 | Social Emotional Learning and Development | Epic will analyze and support school-wide Social and Emotional Learning and Development (SELD) implementation to reduce absences and school withdrawals. | $395,000 | Y |
| 5 | School Communication | Epic will write and distribute monthly newsletter to include school news, field trip schedule, academic counselor information, and monthly update from the principal and/or executive director. Develop and manage a robust social media communication plan. | $192,000 | N |
| 6 | Monitor Student and Family Engagement | Epic will improve and increase our ability to identify reasons students disengage from school by administering substantive student engagement surveys including the California Healthy Kids Survey, California School Parent Survey, and California School Staff Survey. | $875,000 | Y |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Students will be prepared to attend college or begin a career after graduating from Epic California Academy. | Broad |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Many high school students who enroll in Epic California Academy in grades 10-12 enter with significant credit deficiencies and are often behind in meeting graduation and college entrance requirements. Students enrolling at Epic frequently come from interrupted educational settings, have experienced academic or attendance challenges, or require a more flexible and personalized educational environment to remain engaged in school.

Epic is committed to increasing graduation rates, expanding college and career readiness opportunities, and ensuring students have access to rigorous coursework, individualized academic planning, and targeted intervention supports. Through personalized learning plans, expanded a-g access, progress monitoring systems, and increased academic and counseling supports, Epic aims to improve postsecondary readiness and provide students with meaningful pathways toward graduation, college, career training, and other postsecondary opportunities.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Target for Year 1 Outcome |
|---|---|---|---|
| 3.1 | Graduation rate (California State Dashboard) | 65.3%<br>Declined by 2.2% from the previous year | >75% |
| 3.2 | College and career readiness indicator (California State Dashboard) | 12.5% prepared<br>3% increase from the previous year | >20% prepared |
| 3.3 | Percentage of high school students enrolled in a-g courses | 95%<br>72% increase from the previous year | Maintain 95% for all high school students without IEPs |

# Goal Analysis for [2025-26]

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

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

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services, and the implementation of these actions.

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 were no material differences between budgeted expenditures and estimated actual expenditures.

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

The actions and services associated with Goal 3 were effective in expanding college and career readiness opportunities and increasing access to rigorous coursework during the 2025-26 school year. Epic continued strengthening individualized academic planning, progress monitoring systems, intervention supports, and counselor outreach to support high school student success and postsecondary readiness.

The percentage of students identified as prepared on the College and Career Readiness Indicator increased from 8.1% in 2024 to 12.5% in 2025. Additionally, the percentage of high school students enrolled in a-g courses increased substantially to 95%, reflecting expanded access to college preparatory coursework and increased emphasis on postsecondary planning.

Although the graduation rate declined slightly to 65.3%, Epic recognizes that many students entering upper high school grades are significantly credit-deficient and often require intensive intervention and credit-recovery support. During the 2025-26 school year, Epic strengthened systems to identify students at risk of disengagement, monitor progress in credit completion, increase outreach to counselors and supervising teachers, and provide targeted interventions for students demonstrating attendance or academic concerns.

Epic believes the expanded intervention and student monitoring systems implemented during the 2025-26 school year are creating stronger support structures for high school students and will contribute to improved graduation and postsecondary readiness outcomes in future Dashboard reporting cycles.

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.

Based on analysis of Dashboard and local data, Epic updated Goal 3 baseline metrics using 2025 Dashboard results and refined systems designed to support graduation and postsecondary readiness outcomes. The school will continue emphasizing individualized academic planning, targeted interventions, credit monitoring, expanded a-g access, and increased counselor and supervising teacher support for students identified as academically at risk.

Epic will also continue strengthening college and career readiness opportunities through expanded student and family communication regarding postsecondary pathways, college entrance requirements, career planning, and graduation progress monitoring. Additional focus will remain on identifying and re-engaging students demonstrating attendance concerns or disengagement from school in order to improve long-term graduation outcomes.

**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 | High School Intervention Program | Provide an intervention program for at-promise students. | $410,000 | Y |
| 2 | Student 4-Year Post-Secondary Planning | Epic will continue to review and revise the student 4-year academic planning process. | $266,000 | N |
| 3 | a-g Readiness | Epic will ensure all students have access to a-g approved courses. | $264,000 | N |
| 4 | Family College Awareness/Preparation | Epic will provide student and parent training on a-g requirements, going to college, completing a college and career application, applying for scholarships, and general college entrance exam information. Epic will encourage all seniors to apply to a college, university, career-based training institution, or military branch. | $110,000 | N |
| 5 | Staff Development | Professional development opportunities will be provided to Epic staff in relations to student college/career readiness. | $269,000 | Y |
| 6 | Progress Monitoring | Epic will improve progress monitoring reports, processes, and analyzation and provide swift interventions when areas of opportunity are presented. | $1,010,400 | Y |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1,247,367 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 10.19% | 0% | $0 | 10.19% |

**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 | Action: Implementation of State Standards<br><br>Need: This action is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive academic support such as supplemental curriculum intervention tutoring and access to staff specialists such as an EL coordinator, mental health counselor, or homeless liaison. These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home support resource. We find that our unduplicated students often have less support in the home. | These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home support resource. We find that our unduplicated students often have less support in the home. | CAASPP assessments<br><br>NWEA MAP assessments<br><br>Student progress and outcomes in curriculum |
| Goal 1 Action 2 | Action: Targeted Academic Support<br><br>Need:<br>CAASPP data and internal assessment data indicates an achievement gap between many students and Students with Disabilities, EL Students, and Socioeconomically Disadvantaged students. | This action is designed to meet the need of unduplicated students who are tier 2 and 3 by providing supplemental instruction and resources to target students' specific content area needs in math and ELA. Although it is designed to address the identified needs of unduplicated students, it will be provided on a schoolwide basis because all students performing below grade level can benefit from these opportunities. | NWEA MAP assessments<br><br>Student progress and outcomes in curriculum |
| Goal 1 Action 5 | Action: Individualized Learning Plans (ILPs)<br><br>Need: Student performance, engagement, and attendance data demonstrate the need for individualized academic planning and ongoing progress monitoring to ensure students remain connected to instruction, receive targeted support, and make progress toward academic goals. | Every student will be assigned a supervising teacher that will meet with the student and parent at least once learning period to develop and monitor the student's Individualized Learning Plan. The plan will be built around the student's needs and will be monitored throughout the school year as needed. | Learning period notes<br><br>Assignment and work records |

| | | | |
|---|---|---|---|
| Goal 1<br>Action 6 | Action: Technology Availability<br><br>Need: This action provides all students, especially our unduplicated population, the opportunity to have access to a computer and internet in order to attend non-classroom based school daily. | The action ensures all students have access to technology devices and internet to attend school daily. | School technology asset reports |
| Goal 2<br>Action 1 | Action: Attendance and Compliance<br><br>Need: Epic needs to decrease its school-wide chronic absenteeism. | This action will provide teachers assistant with family/student engagement and attendance compliance support. | Attendance percentage<br><br>Average daily attendance |
| Goal 2<br>Action 2 | Action: Student Information System and the Parent Portal<br><br>Need: Educational partner feedback and engagement data indicate a continued need to improve communication systems and increase family access to student progress information, attendance records, and school resources. | This action is provided on a school-wide basis, so all parents have easier ways to connect with the school. | Parent engagement survey |
| Goal 2<br>Action 3 | Action: Community Events<br><br>Need: Educational partner feedback identified the need for additional opportunities for students and families to engage with the school community and participate in school-sponsored events across the counties served by Epic California Academy. | This action will give all Epic families more opportunities to connect with the school through in-person events in each county Epic serves. | Field trip and community event attendance |
| Goal 2<br>Action 4 | Action: Social Emotional Learning and Development<br><br>Need: Additional SEL opportunities are needed to help reduce absences and school withdrawals. | This action will be schoolwide, but it will primarily benefit the needs of unduplicated students because they are more likely to live in an environment that leaves them directly vulnerable. Our supports mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. | We will measure the effectiveness of this action by monitoring the percentage of students identified for and receiving support beyond Tier 1, particularly unduplicated students. |

| | | | |
|---|---|---|---|
| Goal 2<br>Action 5 | Action: School Communication<br><br>Need: Dashboard data, family engagement feedback, and student re-engagement efforts indicate the need for consistent and effective communication systems to ensure students and families remain connected to school programs, services, academic supports, and attendance expectations. | Educational partner feedback, attendance data, and student re-engagement efforts identified a continued need for consistent and effective communication systems to ensure students and families remain connected to school programs, services, academic supports, and attendance expectations. | Monthly newsletters<br><br>Social media engagements |
| Goal 2<br>Action 6 | Action: Monitor Student and Family Engagement<br><br>Need: Epic needs to better identify the factors contributing to student disengagement, chronic absenteeism, and reduced participation in school programs in order to strengthen student connectedness and improve educational outcomes. | This action is designed to identify trends contributing to student disengagement, chronic absenteeism, and reduced participation in school programs so that Epic can implement targeted supports and interventions for students and families demonstrating increased risk factors. The action is provided on a schoolwide basis because all students may benefit from increased engagement monitoring, proactive outreach, and improved support systems. | School survey results |
| Goal 3<br>Action 1 | Action: High School Intervention Program<br><br>Need: Many high school students enrolling at Epic are significantly credit deficient, demonstrate attendance challenges, or are at risk of not graduating on time, creating a need for targeted academic intervention and credit recovery support. | This action provides targeted intervention, credit recovery support, and progress monitoring for high school students identified as academically at risk, credit deficient, chronically absent, or at risk of not graduating on time. | Students identified for tier 2 and 3 supports in MTSS |
| Goal 3<br>Action 2 | Action: Student 4-Year Post-Secondary Planning<br><br>Need: High school students require individualized academic and postsecondary planning to ensure they remain on track for graduation and are prepared for college, career, military, or other postsecondary pathways. | This action supports individualized graduation and postsecondary planning by helping students and families monitor graduation progress, identify appropriate coursework, and plan for college, career, military, or other postsecondary opportunities. | High school success plans |

| | | | |
|---|---|---|---|
| Goal 3 Action 3 | Action: a-g Readiness<br><br>Need: Dashboard data identified college and career readiness as an area of need, requiring expanded access to rigorous a-g coursework and postsecondary preparation opportunities for high school students. | This action expands access to rigorous coursework and postsecondary preparation opportunities to improve college and career readiness outcomes for high school students, particularly students identified as academically at risk or underrepresented in college preparatory pathways. | Students enrolled in a-g courses<br><br>Students graduating with all a-g requirements<br><br>Students taking AP exams |
| Goal 3 Action 4 | Action: Family College Awareness/Preparation<br><br>Need: Family college awareness and preparation are essential to ensure that students have the necessary support and resources to navigate the complex college admission process, maximize educational opportunities, and make informed decisions about their future. | Family college awareness and preparation are crucial for all students to ensure they receive the necessary guidance and support to successfully navigate the complex college admission process and access higher education opportunities. This inclusive approach helps to bridge the gap in educational equity, empowering students from diverse backgrounds to make informed decisions about their future and achieve their academic and career goals. | Family engagement surveys |
| Goal 3 Action 5 | Action: Staff Development<br><br>Need: Epic needs to provide staff development related to student college and career readiness to ensure that educators are equipped with the latest knowledge, skills, and strategies to effectively guide and support students in their post-secondary planning and success. | Staff development related to student college and career readiness benefits all students by equipping educators with the tools and knowledge to provide tailored guidance, ensuring that each student can explore and pursue appropriate post-secondary opportunities. This comprehensive support helps to close achievement gaps, fostering an inclusive environment where every student has the potential to succeed in their academic and career endeavors. | Professional development opportunities and PLC agendas |
| Goal 3 Action 6 | Action: Progress Monitoring<br><br>Need: To identify and address learning gaps early, ensuring that all students receive the necessary support and interventions to achieve academic success. | Student progress monitoring is important for all students because it provides timely insights into their academic development, allowing educators to adjust instruction and support to meet individual needs effectively. This proactive approach helps to ensure that every student stays on track to achieve their educational goals and prevents long-term learning deficits. | NWEA MAP assessments<br><br>Curriculum progress and results |

## *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 |
|---|---|---|---|
| Goal1 Action 3 | Action: English Language Supports<br><br>Need: English language supports are necessary for EL students to ensure they can fully access the curriculum, participate in academic activities, and achieve their educational potential alongside their peers. | EL supports are designed to address the needs of EL students by providing targeted instruction in English language development, including vocabulary, grammar, and communication skills, tailored to their proficiency levels. Additionally, these supports often include culturally responsive teaching practices and access to bilingual resources, ensuring that students can bridge language gaps while maintaining their cultural identity and achieving academic success. | ELPAC assessment results<br><br>Number of students reclassified English proficient |
| Goal 1 Action 4 | Action: Reclassified Fluent English Proficient (RFEP) Support<br><br>Need: To ensure that Reclassified Fluent English Proficient students continue to succeed academically and do not regress in their language proficiency or content understanding. | RFEP support is essential for ensuring that students who have recently achieved fluency in English continue to succeed academically. By providing targeted resources and ongoing monitoring, RFEP support helps these students bridge any remaining language gaps, maintain their proficiency, and fully participate in the curriculum without falling behind. | NWEA Map assessments<br><br>CAASPP assessments |

**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 | 0 | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | 20.4% | NA |

## 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 | $ 12,241,088 | $ 1,247,367 | 10.190% | 0.000% | 10.190% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 11,866,282 | $ 1,804,000 | $ 24,118 | $ 400,800 | $ 14,095,200.00 | $ 8,707,400 | $ 5,387,800 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Implementation of State Standards | All | No | LEA-wide | | All | Ongoing | $ 1,330,000 | $ 2,303,000 | $ 3,518,882 | $ 90,000 | $ 24,118 | | $ 3,633,000 |
| 1 | 2 | Targeted Academic Support | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 1,050,000 | $ 80,000 | $ 949,000 | $ - | $ - | $ 181,000 | $ 1,130,000 |
| 1 | 3 | English Language Supports | English Learners | Yes | LEA-wide | English Learners | All | Ongoing | $ 115,000 | $ 70,000 | $ 158,000 | $ - | $ - | $ 27,000 | $ 185,000 |
| 1 | 4 | Reclassified Fluent English Proficient Support (RFEP) | English Learners | Yes | LEA-wide | English Learners | All | Ongoing | $ 95,000 | $ 1,000 | $ - | $ 96,000 | $ - | $ - | $ 96,000 |
| 1 | 5 | Individualized Learning Plans (ILPs) | All | No | LEA-wide | | All | Ongoing | $ 900,000 | $ 834,000 | $ 1,734,000 | $ - | $ - | $ - | $ 1,734,000 |
| 1 | 6 | Technology Availability | All | No | LEA-wide | | All | Ongoing | $ 143,000 | $ 581,500 | $ 710,000 | $ - | $ - | $ 14,500 | $ 724,500 |
| 1 | 7 | Students with IEPs | Students with Disabilities | No | LEA-wide | | All | Ongoing | $ 812,000 | $ 975,300 | $ 593,000 | $ 1,040,000 | $ - | $ 154,300 | $ 1,787,300 |
| 2 | 1 | Attendance and Compliance | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 550,000 | $ 37,000 | $ 587,000 | $ - | $ - | $ - | $ 587,000 |
| 2 | 2 | Student Information System and the Parent Portal | All | No | LEA-wide | | All | Ongoing | $ 180,000 | $ 170,000 | $ 350,000 | $ - | $ - | $ - | $ 350,000 |
| 2 | 3 | Community Events | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 35,000 | $ 42,000 | $ 77,000 | $ - | $ - | $ - | $ 77,000 |
| 2 | 4 | Social Emotional Learning and Development | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 240,000 | $ 155,000 | $ 136,000 | $ 259,000 | $ - | $ - | $ 395,000 |
| 2 | 5 | School Communication | All | No | LEA-wide | | All | Ongoing | $ 192,000 | $ - | $ 192,000 | $ - | $ - | $ - | $ 192,000 |
| 2 | 6 | Monitor Student and Family Engagement | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 875,000 | $ - | $ 875,000 | $ - | $ - | $ - | $ 875,000 |
| 3 | 1 | High School Intervention Program | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 410,000 | $ - | $ 410,000 | $ - | $ - | $ - | $ 410,000 |
| 3 | 2 | Student 4-Year Post-Secondary Planning | All | No | LEA-wide | | All | Ongoing | $ 255,000 | $ 11,000 | $ 116,000 | $ 150,000 | $ - | $ - | $ 266,000 |
| 3 | 3 | A-G Coursework | All | No | LEA-wide | | All | Ongoing | $ 255,000 | $ 9,000 | $ 240,000 | $ - | $ - | $ 24,000 | $ 264,000 |
| 3 | 4 | Family College Awareness/Preparation | All | No | LEA-wide | | All | Ongoing | $ 110,000 | $ - | $ 110,000 | $ - | $ - | $ - | $ 110,000 |
| 3 | 5 | Staff Development | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 150,000 | $ 119,000 | $ 100,000 | $ 169,000 | $ - | $ - | $ 269,000 |
| 3 | 6 | Progress Monitoring | All | Yes | LEA-wide | English Learner Foster Youth Low Income | All | Ongoing | $ 1,010,400 | $ - | $ 1,010,400 | $ - | $ - | $ - | $ 1,010,400 |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 12,241,088 | $ 1,247,367 | 10.190% | 0.000% | 10.190% | $ 4,302,400 | 0.000% | 35.147% | **Total:** | $ 4,302,400 |
| | | | | | | | | **LEA-wide Total:** | $ 4,302,400 |
| | | | | | | | | **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 | Implementation of State Standards | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 2 | Targeted Academic Support | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 949,000 | 0.000% |
| 1 | 3 | English Language Supports | Yes | LEA-wide | English Learners | All | $ 158,000 | 0.000% |
| 1 | 4 | Reclassified Fluent English Proficient Supp | Yes | LEA-wide | English Learners | All | $ - | 0.000% |
| 1 | 5 | Individulized Learning Plans (ILPs) | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 6 | Technology Availability | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 7 | Students with IEPs | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 1 | Attendance and Compliance | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 587,000 | 0.000% |
| 2 | 2 | Student Information System and the Parent | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 3 | Community Events | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 77,000 | 0.000% |
| 2 | 4 | Social Emotional Learning and Developmer | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 136,000 | 0.000% |
| 2 | 5 | School Communication | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 6 | Monitor Student and Family Engagement | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 875,000 | 0.000% |
| 3 | 1 | High School Intervention Program | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 410,000 | 0.000% |
| 3 | 2 | Student 4-Year Post-Secondary Planning | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 3 | A-G Coursework | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 4 | Family College Awareness/Preparation | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 5 | Staff Development | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 100,000 | 0.000% |
| 3 | 6 | Progress Monitoring | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 1,010,400 | 0.000% |

# 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 13,650,000.00 | $ 12,694,400.00 |

| 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 | Implementation of State Standards | No | $ 3,633,000 | $ 3,551,650 |
| 1 | 2 | Targeted Academic Support | Yes | $ 1,130,000 | $ 1,100,000 |
| 1 | 3 | English Language Supports | Yes | $ 158,000 | $ 151,000 |
| 1 | 4 | Reclassified Fluent English Proficient Support (RFEP) | Yes | $ 96,000 | $ 92,000 |
| 1 | 5 | Individulized Learning Plans (ILPs) | No | $ 1,734,000 | $ 1,550,000 |
| 1 | 6 | Technology Availability | No | $ 710,000 | $ 631,400 |
| 1 | 7 | Students with IEPs | No | $ 1,612,000 | $ 1,580,600 |
| 2 | 1 | Attendance and Compliance | Yes | $ 587,000 | $ 536,000 |
| 2 | 2 | Student Information System and the Parent Portal | No | $ 350,000 | $ 192,300 |
| 2 | 3 | Community Events | Yes | $ 77,000 | $ 51,450 |
| 2 | 4 | Social Emotional Learning and Development | Yes | $ 384,000 | $ 237,000 |
| 2 | 5 | School Communication | No | $ 186,000 | $ 186,000 |
| 2 | 6 | Monitor Student and Family Engagement | Yes | $ 850,000 | $ 850,000 |
| 3 | 1 | High School Intervention Program | Yes | $ 414,000 | $ 403,000 |
| 3 | 2 | Student 4-Year Post-Secondary Planning | No | $ 257,000 | $ 252,000 |
| 3 | 3 | A-G Coursework | No | $ 264,000 | $ 252,000 |
| 3 | 4 | Family College Awareness/Preparation | No | $ 107,000 | $ 107,000 |
| 3 | 5 | Staff Development | Yes | $ 271,000 | $ 141,000 |
| 3 | 6 | Progress Monitoring | Yes | $ 830,000 | $ 830,000 |

## 2025-2026 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 12,216,007 | $ 1,150,259 | 9.416% | 0.000% | 9.416% | $ 4,195,000 | 0.000% | 34.340% | **Total:** | $ 4,195,000 |
| | | | | | | | | **LEA-wide Total:** | $ 4,195,000 |
| | | | | | | | | **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 | Implementation of State Standards | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 2 | Targeted Academic Support | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 1,018,000 | 0.000% |
| 1 | 3 | English Language Supports | Yes | LEA-wide | English Learners | All | $ 68,000 | 0.000% |
| 1 | 4 | Reclassified Fluent English Proficient Support (RFEP) | Yes | LEA-wide | English Learners | All | $ - | 0.000% |
| 1 | 5 | Individulized Learning Plans (ILPs) | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 6 | Technology Availability | No | LEA-wide | | All | $ - | 0.000% |
| 1 | 7 | Students with IEPs | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 1 | Attendance and Compliance | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 587,000 | 0.000% |
| 2 | 2 | Student Information System and the Parent Portal | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 3 | Community Events | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 77,000 | 0.000% |
| 2 | 4 | Social Emotional Learning and Development | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 136,000 | 0.000% |
| 2 | 5 | School Communication | No | LEA-wide | | All | $ - | 0.000% |
| 2 | 6 | Monitor Student and Family Engagement | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 850,000 | 0.000% |
| 3 | 1 | High School Intervention Program | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 375,000 | 0.000% |
| 3 | 2 | Student 4-Year Post-Secondary Planning | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 3 | A-G Coursework | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 4 | Family College Awareness/Preparation | No | LEA-wide | | All | $ - | 0.000% |
| 3 | 5 | Staff Development | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 254,000 | 0.000% |
| 3 | 6 | Progress Monitoring | Yes | LEA-wide | English Learner<br>Foster Youth<br>Low Income | All | $ 830,000 | 0.000% |

## 2025-2026 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) |
|---|---|---|---|---|---|---|---|---|
| $ 12,216,007 | $ 1,150,259 | 0.000% | 9.416% | $ 4,005,450 | 0.000% | 32.789% | $0.00 - No Carryover | 0.00% - No Carryover |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## *Requirements*

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

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

## State Priorities addressed by this goal.

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

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

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

### Baseline

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

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

## For School Districts Only

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

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

# *Requirements and Instructions*

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

# Local Control and Accountability Plan (LCAP)
# Every Student Succeeds Act (ESSA)
# Federal Addendum Template

## LEA name:

Epic California Academy

## CDS code:

30 10306 0134239

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

1. Title I, Part A
2. Title I, Part D
3. Title II, Part A
4. Title III, Part A
5. Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

# Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Epic California Academy utilizes federal funds to supplement and enhance the goals, actions, and services identified within the Local Control and Accountability Plan (LCAP), with a specific focus on supporting unduplicated and at-risk student groups, including English learners, foster youth, homeless youth, socioeconomically disadvantaged students, and students with disabilities. Federal funds are strategically aligned to support the school's three LCAP goals related to academic achievement, student engagement, and college and career readiness.

Analysis of California School Dashboard and local assessment data identified the need for continued academic intervention, student re-engagement, attendance support, and targeted instructional services for identified student groups. Epic utilizes federal funds to expand evidence-based academic interventions, strengthen progress monitoring systems, provide additional instructional and counseling support, and increase access to supplemental academic resources and educational technology.

Federal funding supports staff positions and programs that supplement core instructional services, including intervention supports, English learner services, student support systems, and professional development focused on effective instructional practices, data analysis, English learner progress, and targeted intervention strategies. Epic also utilizes federal funds to support collaboration between supervising teachers, counselors, intervention staff, and special education personnel in order to identify and support students demonstrating academic, attendance, or engagement concerns.

Epic continuously reviews state and local assessment data, including CAASPP, ELPAC, NWEA MAP, attendance, graduation, and college and career readiness indicators, to evaluate program effectiveness and refine supports for students. These efforts align with Epic's broader strategy of providing personalized learning pathways, targeted interventions, and comprehensive student support systems designed to improve academic achievement, increase student engagement, and strengthen postsecondary readiness outcomes for all students.

# Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure the activities funded by state, local and federal funds align, all the programs are developed to support our three LCAP goals and our school mission. Specifically, the programs funded by federal funds align to our identified priority areas in our LCAP and by providing targeted assistance to identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities). We will focus on expanding our core academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 1) through direct instruction and tutoring support. We will continue to staff positions that directly support high school students and train all certificated staff on topics related to student success in high school (LCAP Goal 3).

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

# TITLE I, PART A

## Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 *(as applicable)* |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

## Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(11) | 6 *(as applicable)* |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(12)(A–B) | 2, 4, 7 *(as applicable)* |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

# TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 2102(b)(2)(A) | 1, 2, 4 *(as applicable)* |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

# TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 3116(b)(3) | 3, 6 *(as applicable)* |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

# ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

# TITLE I, PART A

### Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

# TITLE I, PART A

## Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy will provide ongoing academic coaching by a fully qualified professional. Additionally, Epic will provide job-embedded and event-based English language development professional development to all teachers. Epic will make every effort to hire fully qualified and experienced teachers through our established recruiting and hiring processes.

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy provides translation support for teachers to encourage parent and family engagement. Additionally, Epic will continue using its online communication system to keep families involved and informed about school activities and educational opportunities.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy identifies and supports students in need of targeted assistance through various ways: data retrieved from both the NWEA MAP assessment and the SBAC tests, teacher and family input, special education personnel services (where necessary), and Epic's instructional support team. School-wide strategies include identified interventions, additional learning coaches, CCSS-aligned curriculum and resources, and professional development aligned with internalizing and collaborating on lessons.

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy has a designated homeless liaison who assists with the coordination of homeless resources and education for Epic teachers. The homeless liaison attends the training events provided by the Orange County Department of Education.

## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy has a personalized approach to student transition education. The student's supervising teacher meets with the parent/guardian and student to discuss their personal development path and what to expect and plan for in the coming school year. For high school students and eighth graders transitioning to high school, the graduate support manager works with the student and families to create a graduation plan based on the student's post-high school goals.

### Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic serves all students under a whole-school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond grade-level expectations and enrich their academic learning.

## TITLE I, PART D

### Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

No additions relative to what has been described.

### Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

# TITLE II, PART A

## Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy provides professional growth and development in several ways, depending on the teacher/staff member and their relative experience and effectiveness level. Epic has monthly professional development focused on teaching strategies, academic content, and data analysis, aligned with the professional scope and sequence. Based on employee goals, individual plans for improvement and development are created. A dedicated Director of Teacher Development works with all teachers to ensure they understand and are progressing through their personalized development plan. The Director of Teacher Development is available to answer any questions a teacher has and connect them to the appropriate resource for assistance.

## Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Using student and school data, as well as data associated with the CAASPP and ELPAC, staff members will identify teaching/learning areas of strength and challenges within each grade level and across the school. The analyzed data will be the focus of all professional development.

# TITLE III, PART A

## Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy will utilize Title III funds to provide effective, ongoing professional development for classroom teachers, supervising teachers, administrators, instructional aides, counselors, and other staff who support English learners. Professional development activities will be designed to improve the instruction and assessment of English learners and enhance staff capacity to support students in attaining English proficiency and meeting state academic standards.

-Professional development opportunities may include training in:

-Designated and integrated English Language Development (ELD) strategies

-Effective instructional practices for multilingual learners in a non-classroom-based independent study environment

-Use of ELPAC and English Learner Progress Indicator (ELPI) data to monitor student progress and guide instruction

-Differentiation and scaffolding techniques to support language acquisition and academic achievement

-Strategies to support dually identified students, including English learners with disabilities

-Reclassification criteria and progress monitoring procedures

-Family engagement practices and communication strategies for families of English learners

-Culturally responsive teaching practices and inclusive instructional approaches

Professional development activities will be aligned to Epic California Academy's Local Control and Accountability Plan (LCAP), California English Language Development Standards, and identified student needs based on state and local assessment data. Staff participation in professional learning opportunities will support continuous improvement efforts and strengthen the school's capacity to provide targeted instructional supports and equitable access to academic content for English learners.

Epic California Academy will evaluate the effectiveness of professional development activities through staff feedback, implementation monitoring, student progress data, and English learner performance outcomes, including ELPAC and California School Dashboard indicators.

## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy will provide enhanced instructional opportunities for immigrant children and youth through supplemental instructional supports, individualized academic assistance, language development resources, and family engagement services designed to support successful participation in the educational program and progress toward English proficiency and academic achievement.

Immigrant students may receive additional support through:

-Supplemental designated English Language Development (ELD) instruction and intervention services

-Individualized academic planning and progress monitoring

-Access to instructional materials and educational technology resources that support language acquisition and academic achievement

-Small group instruction, tutoring, and targeted intervention opportunities

-Translation and interpretation services to support communication between school staff and families

-Orientation and transition support for students and families new to the educational system

-Collaboration between supervising teachers, counselors, English learner staff, and support personnel to identify and address student academic and social-emotional needs

Epic California Academy will continue to monitor the progress of immigrant students through review of ELPAC data, local assessments, course progress, attendance, and academic performance indicators in order to provide timely interventions and support services aligned to student needs.

## Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy will utilize Title III funds to support effective programs and activities designed to increase English language proficiency and academic achievement for English learners. The school will implement language instruction educational programs and supplemental supports aligned with California English Language Development Standards and the goals identified in the Local Control and Accountability Plan (LCAP).

English learners at Epic California Academy receive designated and integrated English Language Development (ELD) instruction within the school's personalized independent study model. Instructional supports are designed to address individual student language needs while ensuring meaningful access to grade-level academic content and state standards.

Programs and activities supported through Title III may include:

-Supplemental designated ELD instruction and intervention supports

-Individualized academic support and progress monitoring for English learners

-Use of ELPAC and local assessment data to guide instructional planning and intervention

-Instructional materials and educational technology resources designed to support language acquisition and academic achievement

-Small group instruction, tutoring, and targeted intervention opportunities for English learners

-Support services for long-term English learners and students at risk of not meeting reclassification criteria

-Collaboration between supervising teachers, English learner staff, special education staff, and counselors to support dually identified students

-Translation and interpretation services to support communication with families of English learners

-Parent engagement opportunities and resources designed to support families in understanding the educational program, language acquisition process, and student progress

Epic California Academy will regularly evaluate the effectiveness of programs and activities through analysis of ELPAC results, English Learner Progress Indicator (ELPI) data, local assessment results, academic progress monitoring, and reclassification outcomes. The school will use this data to continuously refine instructional supports and improve outcomes for English learners.

## English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Epic California Academy will ensure that English learners receiving services under Title III are supported in achieving English proficiency and meeting challenging State academic standards through a comprehensive system of instructional supports, progress monitoring, and targeted interventions aligned to California English Language Development Standards and California State Standards.

Epic California Academy utilizes designated and integrated English Language Development (ELD) instruction within its personalized independent study model to support language acquisition and academic growth. English learners are provided access to grade-level standards-based curriculum while receiving supplemental instructional supports designed to address individual language proficiency needs.

To support English learners in achieving English proficiency, Epic California Academy will:

-Utilize ELPAC assessment data, English Learner Progress Indicator (ELPI) data, local assessments, and teacher input to identify student needs and monitor progress toward English proficiency

-Provide designated ELD instruction focused on developing listening, speaking, reading, and writing skills

-Incorporate integrated ELD strategies throughout core academic instruction to support language development across content areas

-Monitor progress of English learners regularly and provide targeted interventions for students demonstrating limited progress toward proficiency

-Support long-term English learners and students at risk of not meeting reclassification criteria through supplemental interventions and individualized support plans

-Provide professional development to staff regarding effective instructional strategies for multilingual learners and language acquisition support

To support English learners in meeting challenging State academic standards, Epic California Academy will:

-Ensure English learners have equitable access to grade-level curriculum and academic content aligned with California State Standards

-Utilize differentiated instructional strategies, scaffolds, and supplemental instructional materials to support academic achievement

-Provide individualized academic planning, tutoring, intervention supports, and progress monitoring based on student performance data

-Facilitate collaboration among supervising teachers, English learner staff, counselors, and special education staff to support the academic needs of English learners, including dually identified students

-Maintain ongoing communication with families regarding student progress, academic expectations, ELPAC performance, and available supports and services

Epic California Academy will regularly evaluate the effectiveness of Title III-supported services through analysis of ELPAC performance, ELPI data, reclassification outcomes, local academic assessments, and California School Dashboard indicators in order to continuously improve programs and supports for English learners.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The actions and services described in LCAP Goal 1 describe how the school will support activities and programs for the unduplicated student population. Epic provides access to a computer and internet access for any student that needs it. We evaluate the effectiveness of our programs by monitoring the academic progress of our at-risk students (those who are at least 1 grade level below their peers on State or local assessments) and ensuring that they are making academic growth, and if not, that there is a plan to either change the intervention strategy, add additional supports, or assess for special education.