



ELK GROVE CHARTER

2026-27 Local Control

Accountability Plan

Board Approved June 23, 2026

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Elk Grove Charter School

CDS Code: 34-673146112254

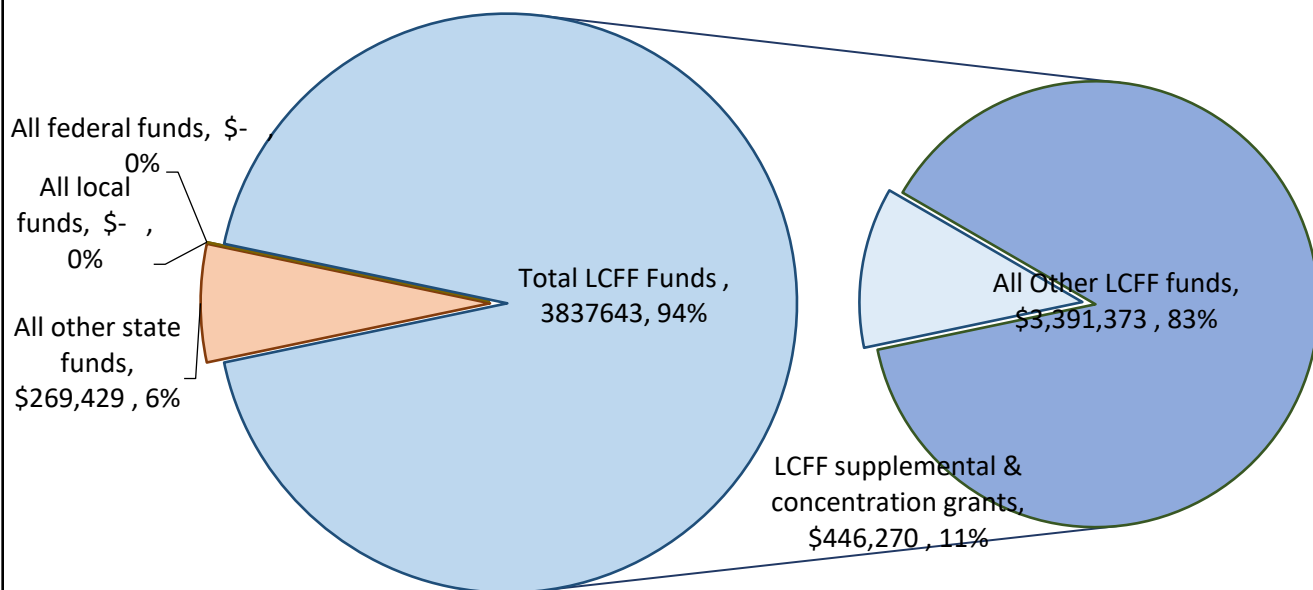
School Year: 2026-27

LEA contact information: Marc LaVine, Principal mlavine@egusd.net(916) 714-1653

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

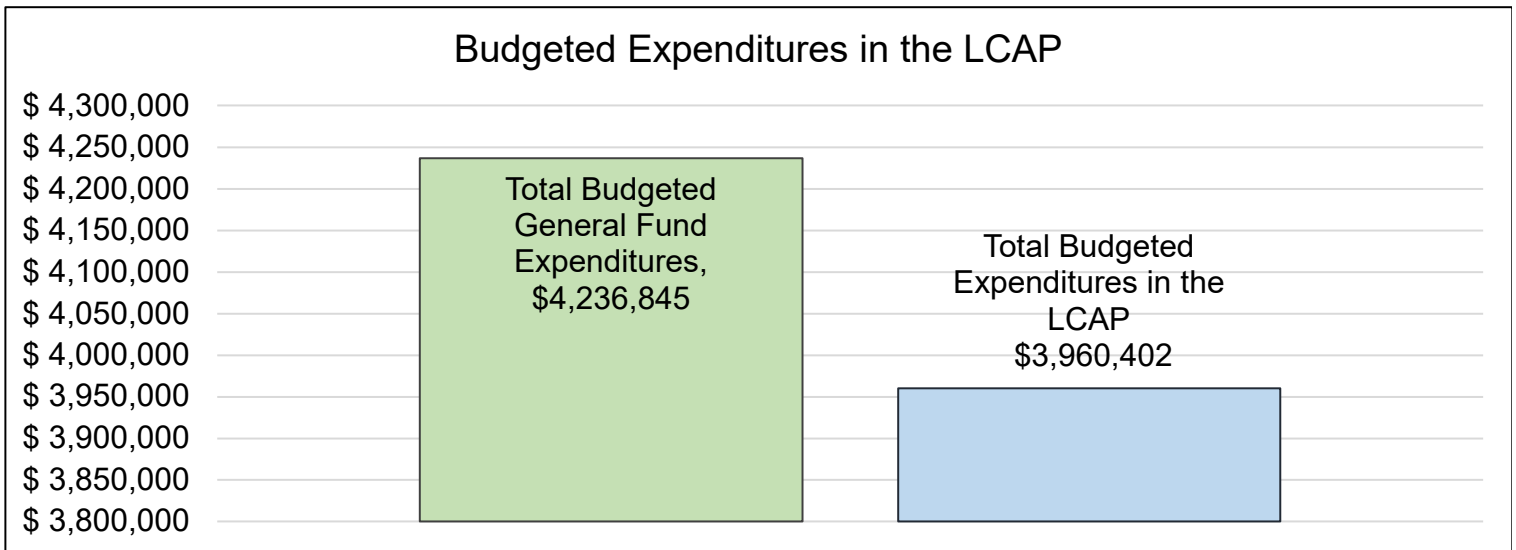


This chart shows the total general purpose revenue Elk Grove Charter School expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Elk Grove Charter School is \$4,107,072.00, of which \$3,837,643.00 is Local Control Funding Formula (LCFF), \$269,429.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$3,837,643.00 in LCFF Funds, \$446,270.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Elk Grove Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

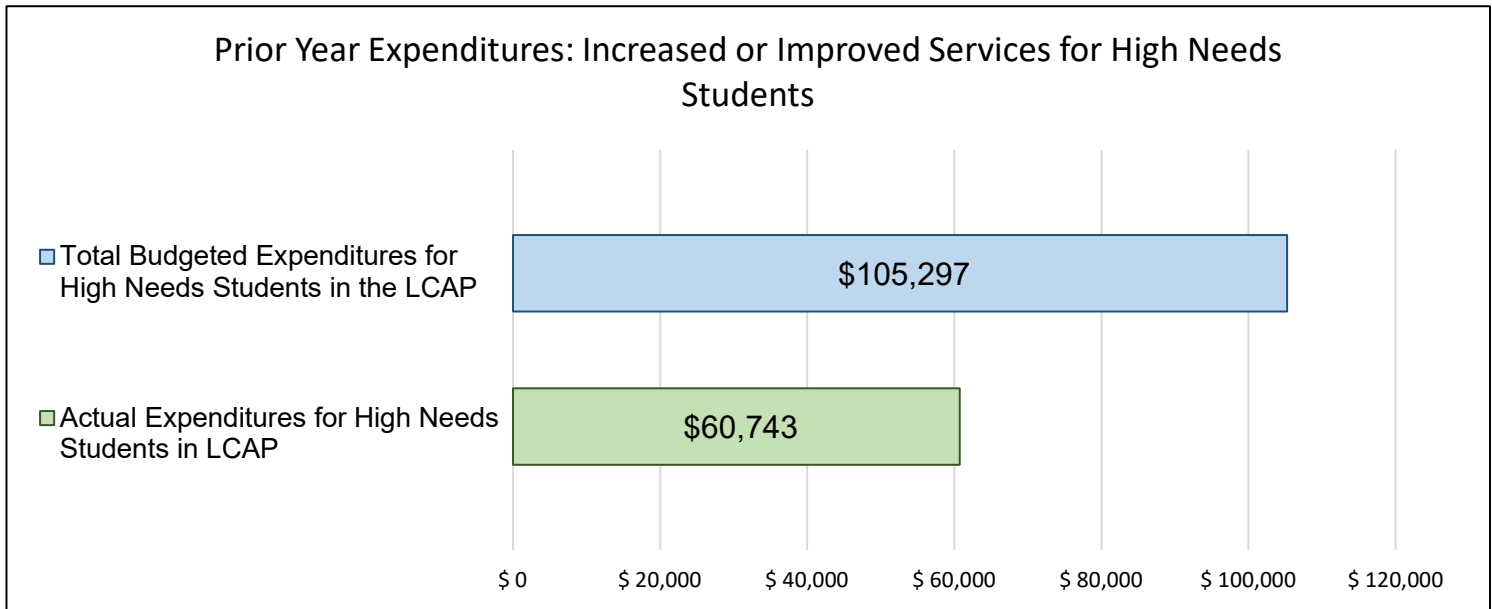
The text description of the above chart is as follows: Elk Grove Charter School plans to spend \$4,236,845.00 for the 2026-27 school year. Of that amount, \$3,960,402.00 is tied to actions/services in the LCAP and \$276,443.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP are related to our portion of the state's unfunded liability for
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Elk Grove Charter School is projecting it will receive \$446,270.00 based on the enrollment of foster youth, English learner, and low-income students. Elk Grove Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Elk Grove Charter School plans to spend \$446,270.00 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 2025-26



This chart compares what Elk Grove Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elk Grove Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Elk Grove Charter School's LCAP budgeted \$105,297.00 for planned actions to increase or improve services for high needs students. Elk Grove Charter School actually spent \$60,743.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$44,554.00 had the following impact on Elk Grove Charter School's ability to increase or improve services for high needs students:

Influx of other one-time dollars that were utilized to support these unduplicated 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
Elk Grove Charter	Marc LaVine – Principal	mlavine@egusd.net 916-714-1653

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.

Elk Grove Charter Academy (EGCA) was authorized by EGUSD in 1999, EGCA (formerly Elk Grove Charter School) adopted its new name in 2025 to reflect its evolving mission. Located in the Franklin region of Elk Grove, the school provides a personalized alternative to traditional secondary education for students in Sacramento and surrounding counties.

EGCA serves grades 7-12 blending independent study with direct-instruction workshops to support flexible scheduling, academic acceleration, and small school environment. Students can pursue A-G approved courses, NCAA-approved classes, early college credit, and both traditional and alternative diploma options. Grades 7–10 hybrid schedule includes daily core direct-instruction workshops and additional independent-study options. Grades 11–12: Primarily independent study with targeted workshops in Math, AP/Honors, Art, and Foreign Language. Students often enroll for flexible scheduling options, a smaller learning environment or credit acceleration. Graduates transition to colleges, careers, military service, and, in some cases, professional athletics or performing arts.

EGCA employs 24 staff members, including 16 certificated teachers, two administrators, counselor, 1.5 special education RSP teachers, and 4.2 classified staff. All staff are permanent EGUSD employees.

EGCA serves a diverse population of 262 students (2025 data): 13.4% African American (EGUSD 9.9%), 9.9% Asian (EGUSD 30.9%), 1.5% Filipino, 37.8% Hispanic/Latino (EGUSD 27.5%), 23.7% White (EGUSD 14.5%), 1.5% Pacific Islander, 12.2% Two or More Races (EGUSD 9.3%). Comparatively, EGCA has a much lower percentage of Asian students compared to the district and the nearest school (Franklin HS 32%). About 57.6% of students are socioeconomically disadvantaged, 3.8% are English learners, and none are foster youth (at the time of this report). Four languages other than English are spoken, with Spanish the most common among EL students. Enrollment skews toward upper grades, with 12th graders comprising 28.2% of the student body.

EGCA has identified school branding and community awareness as a significant challenge to the school’s growth and success. EGCA has developed a community-based marketing/partnership approach to attract the school’s identified target populations and increase diversity, equity, and inclusion. Formal partnerships include Republic FC, Sacramento United, and R8. In addition to these partnerships, EGCA continues to work closely with EGUSD administration to promote the program and meet the needs of families, students, and the district mission. The vast majority of students come from within EGUSD, but enrollment of students from surrounding areas has increased over the

years due to the school's community partnerships. The school does not receive equity multiplier funds. The school's LCAP is also the SPSA for schoolwide Title 1 funding and the school has \$27,792 of unexpended LREBG funds.

Reflections: Annual Performance

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

The school's performance is measured by four state indicators and two local indicators on the Dashboard. The state indicators are Academic Performance, Academic Engagement, and Conditions and Climate. Each indicator has several subcategories and the school's local indicators that address the implementation of Academic Standards, Access to a Broad Course of Study, and Local Climate Survey metrics.

According to the 2025 Dashboard, the school's performance on the state indicators as reported are as follows:

Academic Indicators:

English Language Arts: Elk Grove Charter School effectively mirrors the statewide "Yellow" status but shows stronger growth in specific pockets. For instance, EGCA's Hispanic and Socioeconomically Disadvantaged students are narrowing the gap significantly, with the school's Hispanic students performing roughly 10 points closer to the standard than their peers statewide. In contrast, while the Elk Grove Unified School District maintains a "Medium" status overall, it struggles with performance gaps for its African American and Students with Disabilities populations, who often fall into lower performance tiers compared to the EGCA's setting. EGCA's overall growth in ELA was +7%.

Mathematics: This is an area of universal challenge across the state, district, and school. EGCA students are further "below standard" than the state average in pure point values (e.g., 81.7 points below vs. 42.4 statewide), yet EGCA showed double-digit growth (+12.4 points) in 2025. This growth far outpaces the state's 5.2-point increase. The district also mirrors this "Low" but "Improving" trend, highlighting a collective regional focus on recovering math proficiency post-pandemic.

English learners There is no performance color associated with this indicator due to the low number of identified EL students at EGCA. However, according to the data in the dashboard, 54.5% of English learners are making progress academically. This is an increase of 14.5% from the previous year. Also, EGCA's percentage of students making progress is higher than the state (46.4%) and its 12/3% increase is higher than EGUSD (3.3% decline in progress). All 15 EL students at EGCA are Long-Term English Learners.

College/Career Indicator: 82 students were counted for the College/Career readiness category and for all students, EGCA scored in the Orange range with 24.4% of students prepared for post-secondary activities. With an overall increase of +2.5%. White students also scored maintained at 18.5 % prepared (+.9%). Socioeconomically Disadvantaged students scored in the Orange category and 16.7% prepared but a decline of 2.9%. The school's Hispanic student body increased +9.7% with 29.2% prepared. All other groups had no performance category due to low enrollment by group. Significant progress has been made in A-G completion rates over the years with the most recent data reflecting 45% of graduates meeting A-G requirements.

Academic Engagement: EGCA excels in Graduation Rates, where it reached a "Green" status of 92% (+3.2%) outperforming both the district (91%) and the state (87.8%). This is particularly notable for Socioeconomically Disadvantaged students at EGCA, who graduated at a rate of 90.6%, Hispanic 92.9%. White students decline 13.3% at a graduation rate of 81.5%. Regarding Chronic Absenteeism, EGCA (13.4%) is significantly more successful than the statewide average (17.1%), though Socioeconomically Disadvantaged students at the

school remain a high-risk group with a "Red" status (22% and a 4.5-point increase). Hispanic student absenteeism declined 4.9 points with a 11.1% rate, and white students maintained at 20% absenteeism.

Conditions and Climate: The suspension rate indicator for Elk Grove Charter School in 2025 stands at 2.4%, earning a Yellow performance level with 0% change from previous years. However, both years have a decrease from 2023 where 3.4% of students were suspended. Compared to state and district averages EGCA’s suspension rate of 2.4% is lower than the statewide average of 2.9%. However, while the state saw a general decline of 0.4%—earning a Green status—Elk Grove Charter failed to show similar improvement, remaining flat. As for comparison to Elk Grove Unified (EGUSD), The school’s performance is slightly better than the broader district’s trend. EGUSD achieved a 0.5% decrease in suspensions during this period. While the district is actively reducing its rates, the charter school remains at a relatively low but non-declining level. Student Group Disparities show African American students as a success with 3.7% decline along with Socioeconomically Disadvantaged students (.7% decline), and Students with Disabilities (.6% decline). Asian and White students maintained a 0.0% suspension rate, earning a Blue (highest) rating. Conversely, the Hispanic student group (+1.4%) and students identifying with Two or More Races (+2.0%) both saw increases in suspensions, resulting in an Orange performance level for these groups

Local Indicators: EGCA met all Local Indicators

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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, principal, administrators, school staff	Teachers and staff were engaged in the LCAP analysis and development process through weekly staff, PLC, and WASC meetings. Also, staff completed a variety of local and district surveys. School administration and site leadership conducted the meetings. Staff meetings began during pre-service activities for 3 days before students returned to school. The staff also met in weekly meetings throughout the entire school year. These meetings were divided into 3 categories: All Staff, PLC, and Grade Level groups. The school's approach was to review and analyze performance data, implement actions/services, and make adjustments and suggestions for continued action-planning to meet the changing needs of EGCA's students. Site administrators are supported by EGUSD district staff and worked with them during bi-weekly principal meetings and monthly 1x1 with the district's Assistant Superintendent of Secondary Education.
Parents and students	Parents and students were engaged in the process through a variety of local and districtwide surveys. In addition, student leadership was engaged each month by the school's administrators who attended leadership group/club meetings. The LCAP actions and services were reviewed, and input was gathered for future LCAP planning. Leadership students were presented with schoolwide data and were asked for input on how EGCA can grow and improve its programs. In addition, parents/guardians were engaged in the LCAP analysis and development process through the school's Advisory Council structure. The Advisory Council met quarterly and were presented with schoolwide data. The Advisory Council is made up of parents/guardians, a student, a staff member, and a district liaison. Advisory Council meetings were held at a minimum quarterly and were conducted through public meeting format. All school partners were invited to participate. EGCA follows public meeting requirements for Advisory Council meetings. Also, EGCA presents the LCAP for public posting through EGUSD and requests the EGUSD board to open a public hearing at a regularly scheduled board meeting and then at a subsequent meeting, EGUSD is asked to adopt and approve the LCAP for Elk Grove Charter Academy.

Insert or delete rows, as necessary.

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

Describe goals, metrics, actions, budgeted expenditures influenced by partners. How LEA prioritized requests and areas of focus within the LCAP. May include:

EGCA aligns with its authorizer in the adoption and prioritization of 4 strategic goals. In response to feedback from the school's partner groups, metrics and actions were developed within each strategic goal to meet the needs of the students. Many metrics are aligned to the same metrics as EGUSD; whereas the school also collects and analyzes several site-specific metrics that are aligned to the nuanced education delivery model of the school. For example, AP/Dual enrollment numbers, Program Implementation Continuum (PIC) levels for English learners, social emotional learning, PBIS, "on-track" status (credits earned by grade level), participation rates on local formative and

summative assessments, completion of college/career plans, Advisory Council attendance, activities participation, community service hours, percent of students enrolled in school partnerships, and the number and percent of newly enrolled students each year.

In addition to metrics, actions and services are analyzed and developed each year through feedback and input from EGCA's education partners, including staff, students, parents, and advisory council. The following is a brief description of the 4 strategic goals along identified actions and services:

Strategic goal #1 (Curriculum and Instruction): School partners indicate the need for the school to emphasize course and curriculum development across the school's multiple delivery platforms. This request also aligns with past actions to create more A-G courses that has contributed to increased college and career preparedness rates. In addition to the creation of more courses, the school community has asked for increased access to content specific experts and support. EGCA developed its tutoring program based on these requests. Within the school's English Learner program, the school has traditionally had low numbers of EL students and 100% of identified students are considered Long Term English Learners (LTEs). EGCA continues to prioritize the school's EL population by developing programs to increase reclassification and provide curriculum aligned to the variety of needs of the school's EL population. EGCA has worked to stabilize its staffing structure. Recently all EGCA staff have been integrated fully into EGUSD and are permanent employees of the district. This provides the school with the ability to retain and attract qualified staff members. Also, EGCA's model requires flexibility and staff members who are willing to work not only in the school's direct-instruction model, but also in the school's independent study program. Summer school is also an area of need. This was determined through transcript evaluations and community requests. EGCA enrolls students from all surrounding school's districts and also has continuous enrollment throughout the year. Many students may experience a disruption in credit accrual as they transition to EGCA, therefore providing students with the opportunity for extended learning helps them stay on track and meet their goals. Lastly, EGCA works with its district partners to analyze the impact on the school's course offerings that are created by the limited facility.

Strategic goal #2 (Assessment): EGCA partners have identified the need for more training/professional development for teachers/staff. This area needs to be balanced with the school's master calendar and the ability and timing to not only attend, but also adequately implement material learned during professional development trainings. Also, EGCA continues to prioritize assessment as a means to determine student need beyond simple credit accrual and transcript analysis. However, the school has decided to streamline the school's formative assessment process and focus on EGUSD developed assessments. Also, EGCA staff decided that finding ways to administer, collect, and analyze summative assessment data across core subjects is an area of importance and growth. The WASC midcycle review process helped inform the school of a deficiency in teacher understanding and expertise in these areas.

Strategic goal #3 (Environment): The WASC mid-cycle review report helped inform the school of the need for more training to shift staff and student understanding from prevention programs to an attendance promotion program. The school has also implemented a tracking system for attendance and positive behavior. This program (5-Star) has also brought to the attention of the staff the possibilities of utilizing it to track and analyze other areas of student wellness. In the area of school environment, the school's PBIS program and Social Emotional Learning programs are prioritized as having a positive impact on student achievement. Continued efforts to develop and implement the school's PBIS program across not only the daily workshops, but also within the school's ISP structure is important. As well, continued work on integrating social emotional learning modules in the school's Advocacy structure are important steps in addressing the nuanced needs of EGCA students and families. Advocacy module development will incorporate PBIS, SED, and CCR modules. Ultimately, the school's facility is a major hurdle to overcome and the lack of space for additional programs is limiting. The school community and accrediting organizations have all called out the need for additional space at EGCA.

Strategic goal #4 (Engagement): School partners have expressed the need for activities and opportunities for students, families, and the community to engage with the school beyond the classroom and curriculum. The school will continue to foster partnership with district schools so students can attend large school programs. The self-study accreditation process and the continuous improvement planning model have also helped identify a need for greater Advisory Council attendance and understanding of the school’s Advisory Council. Lastly, the school has made great progress in defining its program, but there is still a need to promote not only the EGCA brand, but also the purpose of the school within the community. To accomplish this, partners have expressed the need to more clearly define the school’s mission/vision through internal and external branding/marketing programs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High-Quality Curriculum & Instruction: All students will have access to standards aligned curriculum and receive high quality classroom instruction to promote college, career, and life readiness and eliminate the achievement gap.	Broad

State Priorities addressed by this goal.

- State priorities 1, 2, 4, and 7
- Local: Basic services, Academic standards: The school will provide 100% appropriate teacher assignment and 100% access to instructional materials and courses required for graduation.

An explanation of why the LEA has developed this goal.

- As part of the Elk Grove Unified School District, EGCA is a single school site and decided to not only adopt EGUSD’s strategic goal and metrics but also develop its own that are aligned to EGCA’s delivery model and student needs. Integration with EGUSD provides the school with consistent access to support through common goal planning and language.
- EGCA meets weekly in staff, PLC, and Grade Level meetings. During these meetings the staff have the opportunity to provide feedback and input. In addition, the school used the WASC accreditation process to help identify actions/services within each goal.
- According to both dashboard and local data, EGCA continues to strive to ensure all students demonstrate proficiency/mastery of the State Content Standards (SCS). The data shows less than half of EGCA students met/exceed standard in ELA and Math (42% and 20% respectively). However, EGCA has a high graduation rate (92%). Over the years, EGCA has made marked improvement in A-G completion rates (45%) but is still striving for higher rates of completion. Actions associated with this goal assist students with increased success in school and post-secondary endeavors. EGCA staff and stakeholders have indicated a need for ongoing professional development for both

certificated and classified staff in relation to teaching and learning processes. Survey data indicates training is needed in the areas of small group instruction, curriculum development and lesson design, research based ELD instructional strategies.

- To ensure all students demonstrate proficiency/mastery of state standards, materials and resources must be aligned and available to all students. EGCA continues to develop more courses to include in its course catalog. Courses must be developed and accessible through a variety of delivery models including distance learning, independent study, and direct instruction. In addition to aligning courses to the school's various delivery models, EGCA must also align courses to the varied needs of the student population. EGCA enrolls all students regardless of skills. Therefore, the school's program must be able to meet the needs of students who are at, below, and above grade level in a variety of subjects and disciplines.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Assignment - % of Credentialed/Certified Teachers	66.4%	66.4%	61.3%	100%	-5.1
1.2	Instructional Materials - % of Students Having Access to Materials	100%	100%	100%	100%	0
1.3	Content Standards Implementation - % Early Applying + Applying	75%	77%	64%	80%	-11
1.4	Implementation of EL state standards	4 – Full Implementation	3 – Initial Implementation	3 – Initial Implementation	4 – Full Implementation	-1
1.5	Broad Course of Study: AP/Dual Enrollment (new) (Broad Course of study)	AP enrollment = 24 Dual = 18	AP = 25 Dual = 36 (w/summer)	AP = 19 Dual = 44	50/25	AP = -5 Dual = +26
1.6	CAASPP ELA: % of students Meet Standard in ELA as measured by CAASPP	45.3%	42.8%	Available October 2026-27 school year	50%	-2.5
1.7	CAASPP Math: % Meet Standards Math as measured by CAASPP	18.8%	20.4%	Available October 2026-27 school year	40%	+1.6
1.8	CAASPP Science: % Meet Standards Science as measured by CAASPP	23.8%	22.2%	Available October 2026-27 school year	50%	-1.6
1.9	EL PIC Level	Level 1	Level 1	Available 2026-27 school year	Level 3	0
1.10	Percentage of ELs reclassified	13%	12%	Available June 2026	30%	-1
1.11	Percentage of Els making progress	40%	54.5%	Available October 2026-27 school year	100%	+14.5

1.12	Broad Course of Study: Percentage of students meeting A-G requirements upon graduation	38.4%	57%	Available October 2026-27 school year	70%	+18.6
1.13	Percentage of 10-12 th – grade students “on-track” per credit accrual per grade level	Overall: 164/205 (80%) 10th grade: 40/58 (68.9%) 11th grade: 54/63 (85.7%) 12th grade: 70/84 (83.3%)	Overall: 149/185 (80%) 10th grade: 35/48 (72.9%) 11th grade: 52/63 (82.5%) 12th grade: 62/74 (83.8%)	Overall: 140/164 (85%) 10th grade: 40/51 (78%) 11th grade: 38/46 (82.6%) 12th grade: 62/67 (92.5%)	90%	Overall = +5 10 th = +8.1 11 th = -3.1 12 th = +9.2
1.14	Graduation Rate	91.6% (class of 2023)	88.9% (class of 2024)	91.5% (class of 2025)	100%	-.1
1.15	Access to Broad Course of Study: Percentage of students Completing Traditional and Alternative Diploma requirements	Traditional: 85.7% Alternative: 14.3%	Traditional: 85.5% Alternative: 13.1% CA Minimum: 1.3%	Traditional: 95% Alternative: 5%	100%	+9.3

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.

Curriculum and instruction: Over the past three years, EGCA implemented significant changes to enhance literacy and ELA/Math support. Key actions included adopting diagnostic testing (NWEA), increasing direct ELA/Math instruction to five days a week for 7th-10th grades, and scheduling dedicated support time. EGCA updated ELA syllabi, standardized course delivery across platforms (direct instruction, ISP, online), increased A-G approved courses and added a middle school ISP program in 2025-26. Staff received professional development through Solution Tree. Lastly, EGCA adopted and implemented a tutoring program that is offered in-person by EGCA staff, and 24/7 and High-Dosage tutoring through Varsity Tutors. Providing a broader course of study to students has helped increase A-G completion rates. The increase in instructional days for ELA/Math helped create more continuity between teachers, students, and the curriculum. Standardized test scores increased over time. Increasing support in ELA/Math through tutoring and support labs has helped improve graduation rates through credit accrual and helped increase performance on state assessments. There were several challenges over the past 3 years. The implementation of diagnostic assessments through HMH/NWEA has been more difficult than expected. Following the sale of HMH, the school transitioned to NWEA. This shift was complicated with technological barriers to implementation. Due to EGCA's relationship with its authorizer (EGUSD), it took nearly 6 months to address rostering issues. Similar issues exist with the implementation of the Varsity Tutor

program. EGCA continues to work with department leads and teachers to determine how to more effectively administer assessments and how to use data to drive instruction across all of EGCA's learning platforms.

English Learner Program: Two Co-EL Coordinators manage EGCA's EL Program, which historically serves a small number (fewer than 15) of Long-Term English Learners (LTELs, identified for over 6 years). The program's main goal is to increase redesignation to fluent English proficient. Coordinators monitor student progress across the three redesignation criteria (ELPAC, course grades, state/local assessment), meeting with EL students quarterly to track progress and determine support. EGCA also started integrating ELD materials into the current ISP course syllabi. Areas of growth and challenge included: The school's small number of identified EL students and historic transiency is a considerable hurdle for program development and improvement. Especially since nearly all of the students have been an identified EL student for many years prior to enrolling at EGCA. Performance on state/local assessments is the largest hurdle to reclassification. We also see that families of EL and newly reclassified EL students may also need additional language support.

Refine Staffing Model: By the 2025-26 school year, all EGCA certificated teachers achieved permanent/tenured status within EGUSD and were evaluated in all six CSTPs. Staff are notified of tentative assignments balancing ISP/direct-instruction; some high-need roles (e.g., Math) may be ISP or workshop only. After one math transfer in 2024-25, EGCA filled two 2025-26 vacancies (Math and Spanish) through district transfers. Growth/Challenges: Teacher attraction and retention have improved significantly. Previously hard-to-fill foreign language positions are now filled, as the current permanent contract structure is more desirable than the former temporary or timesheet status. However, finding staff willing to teach in the niche ISP/Classroom hybrid program remains a challenge.

Summer Learning Opportunities: For years, EGCA has provided summer independent study primarily for credit recovery, effective for graduating seniors and underclassmen. The school has tried offering direct instruction, but student and family interest has been minimal. Growth/Challenges: Growth is seen in higher graduation rates, credit accrual, and A-G grades. Challenges include the community's preference for Independent Study Program (ISP) over the school's push for direct instruction, and staffing difficulties since full-time summer employment cannot be guaranteed due to enrollment dependency. EGCA addresses staffing by offering certificated staff curriculum development work during the summer.

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.

English learner efforts were absorbed and completed during our EL Coordinators instructional day so expenditures and different than planned. As well, tutoring and professional development actions were shifted to expiring grant funds.

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

Development and augmentation of courses and training on a-g courses was effective as seen through the increase of A-G completion rates and the number of students taking dual enrollment courses for early college credit. CAASPP testing scores increased in both ELA and math are an area of celebration but also continued growth. Efforts to increase EL reclassification were mildly ineffective according to overall stagnant reclassification data. Graduation rates increased so efforts in this area are effective, but the school's small numbers of cohort graduates make disaggregating data numerically insignificant. As well. Overall "on-track" status across all grade levels improved indicating that actions/services were effective in impacting overall student progress. Specific actions for this strategic goal will need additional time and slight improvements to determine overall effectiveness throughout the LCAP cycle.

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

Changes to the LCAP based on reflections of this year's plan are primarily logistic. There are several changes in metrics as many metrics were added to be more in line with EGUSD student data reporting as well as alignment to specific schoolwide actions/services. The school's WASC accreditation process also informed the school's action plan refinements. However, no changes were made to the actions and services for the current school year; however, changes for coming years include reimagining the school's literacy program, refining the process for not only developing curriculum and courses, but also approving/implementing courses. Greater emphasis on the school's intervention and MTSS program have been added for the coming year. Lastly, increased aligning with EGUSD staffing practices and protocols. The school also added the percentage of English Learners making progress as a metric. This metric is aligned with data that is reported on the California School Dashboard and integrates with the EL actions/services delivered at the LEA level.

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

Actions

Action #	Title	Description	Total Funds	Contributing
#1.1	Refine and augment instruction & Curriculum	Reimagine the ELA literacy program and refine or develop courses across all learning models. This development includes establishing clear course expectations across different platforms, purchasing necessary curriculum materials, and providing staff stipends or release time for development and training. Providing professional development and access to training on the Framework for High-Quality Teaching. Refine the academic intervention program. Collaboration with EGUSD to resolve facility limitations that currently impact program delivery. Provide high dosage tutoring program. Schoolwide action	\$72,742	Yes
#1.2	English Learner Program	Refine EL student redesignation and academic tracking tool. Provide training on EL designation/re-designation criteria and best practices to support the needs of EL students and families. Provide/implement dedicated EL support workshops in master schedule including EL curriculum in designated and integrated settings. Conduct EL student and parent/guardian informational events and skills workshops.	\$18,742	Yes
#1.3	Maintain Staffing Levels and purchase materials to support instruction and student learning	Retain and attract high quality staff through EGUSD (authorizer) relationship. Develop teacher assignment practices to leverage teacher expertise and meet the needs of students across all learning models. Pilot alternate staffing/teacher assignment models in ISP program to increase student access to highly qualified teachers. Schoolwide action	\$3,486,340	Yes
#1.4	Summer School	Provide summer learning/Extended School Year (ESY) opportunities for both A-G recovery, credit recovery and skills/enrichment programs. Provide teachers and staff with training for summer specific learning programs. Purchase ESY specific materials and curriculum. Schoolwide action	\$35,000	Yes

#1.5	Math/ELA Related Professional Development (LREBG)	Aligns to allowable expenditures: Providing professional development and coaching on either or both of the following: I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Math and ELA related professional development will focus on the math/ELA framework and providing release time to teachers to align curricular lesson plans. In addition, EL related training will assist English Learners and provide teachers with required training and time to align the school's independent and direct-instruction model to the needs of the students. Expenditures will cover the cost of training sessions, teacher release time, substitutes, and in-service workdays. Metric to monitor impact: 1.2 (ELA CAASP Met/Exceeded rate) and 1.3 (Math CAASPP Met/Exceeded rate).	\$27,792	No
#1.6	Tutoring Program	Develop and implement a tutoring program that establishes a system to identify students in need of additional support and provide support through a variety of tutoring services including before/after school tutoring with certificated/classified staff and contracted services to provide 24/7 tutoring to students on a variety of subjects. Also, provide high-dosage tutoring program multiple times per week.	\$10,000	No

Goal

Goal #	Description	Type of Goal
Goal 2	Student Assessment and Program Evaluation: All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.	Broad

State Priorities addressed by this goal.

State: 2, 4, 8 and Local: Basic services, Academic standards

An explanation of why the LEA has developed this goal.

- School partners have identified the need for an improved student assessment system to accurately understand and address student performance on state standards across a variety of content areas. The school's assessment system must include a variety of assessments including formative, interim, and summative.
- The school identified a need for greater alignment with EGUSD monitoring systems. This goal focuses on the outcomes of identified groups of students and will support more frequent and improved reporting of student academics, language, social and emotional learning, understanding of the cultural climate, and their college/career preparedness.
- EGCA identified the need for improved delivery and monitoring systems for student outcomes on course performance tasks to accurately understand and address student learning needs as they relate to their ability to critically think and apply concepts they have learned in core subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation Rate on Local Formative Assessment (ELA/Math)	Local Assessments (HMH ELA/Math) Total = 54.9%/69%	ELA = 60.7% (155/255) Math = 80.7% (206/255)	ELA = 76.4% (308/403) Math = 74.3% (303/403)	90%	+21.5 +5.3
2.2	Test participation Rate on Districtwide Assessments	77%	43%	43%	95%	-34
2.3	Participation Rate on PSAT/NMSQT	8/9 totals = 86.3% 10/11 totals = 40%	8/9 totals = 69.36% 10/11 totals = 38%	8/9 = 66% (63/95) 10/11 = 53% (39/73)	8/9 = 100% 10/11 = 75%	8/9 = -20.3 10/11 = +13

2.4	1 st Time Passing rates on Summative Assessments (ELA, math, social science, science)	0 – New Metric	Not implemented	Not implemented	75%	n/a
2.5	Participation Rates on Performance Task by core subject area (ELA, social science, science)	0 – New Metric	Not implemented	Not implemented	100%	n/a
2.6	EAP ELA	51%	56%	Available August 2026	65%	+5
2.7	EAP Math	31%	34%	Available August 2026	45%	+3
2.8	AP/IB Exams - % of Graduates Passing an AP/IB exam	33%	34%	Available 202-27 school year	33%	+1

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.

Assessment Program: EGCA has embedded interim, summative, and formative assessments into ISP course syllabi, supported by professional development from Solution Tree focusing on grading and assessment. Testing has shifted from paper-pencil to digital platforms like Illuminate. Students with special needs receive accommodations via case managers and RSP courses. EGCA continues to fund PSAT/AP testing and uses HMH/NWEA data for progress tracking. **Growth/Challenges:** The ongoing development and implementation of varied assessments is a key growth area for EGCA, essential to the ISP model. 2024-2026 PD centered on teaching essentials, leading teachers to pilot alternate grading practices. Challenges include achieving staff consensus on grading philosophies and adopting new assessment materials, navigating technical issues, and the ongoing security concern with online testing platforms like Illuminate discontinuing "secure browser" functionality.

Performance Tasks: Over the past 3 years, the school worked to develop and implement a performance task in every course for every 5 credits across the curriculum. The purpose of the performance task development and implementation is to provide students an opportunity to apply learned skills, and for teachers to assess student learning in a variety of ways. **Growth/challenges:** Throughout the performance task development process, EGCA determined there is a significant knowledge gap amongst teachers. While the school is determined to increase training in the components of High-Quality Instruction, scheduling additional professional development opportunities has been difficult. EGUSD focused on DEI and the Instructional Framework for professional development. This constituted considerable time commitment by teachers/staff and limited site-specific training. In 2025-26, EGCA contracted again with Solution Tree to provide two full day training sessions and one 75-minute virtual training session on project-based learning.

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.

Schoolwide assessment planning and road maps continues to be a challenge. Engaging teachers beyond other duties in this area has been difficult. There has been some resistance to standardizing assessment protocols. As well, performance task training and development budgets were shifted to expiring grant dollars.

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

The school's actions centered on assessment development and implementation were marginally effective. The school's implementation of districtwide interim assessments was effective as can be seen by an overall increase in ELA/Math participation rates. Overall, the school's implementation of local assessments through NWEA was ineffective. Even though participation rates improved over the past 2 years, the staff found them hard to implement due to technological challenges and the data from the assessments were even more difficult to use to improve teaching and learning. Part of the issue is EGCA's hybrid delivery model, and the increase in testing windows had minimal impact. Professional development on grading practices and assessments was effective as many teachers have adopted the practices from the professional development sessions into their teaching. Some teachers are reluctant and finding ways to measure success is difficult. However, anecdotal reports from staff say the training was effective. Actions focused on summative assessment data collection and analysis were ineffective. The school chose to put those actions on hold and will be included in the coming years.

EGCA continues to struggle with performance task development. However, the action is effective as teachers were provided with multiple professional development opportunities and days and quality performance tasks are slated for development in coming years.

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.

Assessment system – Multiple metrics were added to be aligned with EGUSD data reporting and to more accurately reflect the performance and needs of the students at EGCA. The metrics related to the development and implementation of a summative assessment data collection and analysis system were put on hold as those actions were suspended and deemed ineffective until the school's overall assessment program was more clearly defined and realized. Actions specific to summative assessments are slated for the coming year as there is greater teacher capacity to develop a data collection system in 2026-27.

Performance task metrics were also suspended as teachers were provided with training this year through Solution Tree. For the coming year, performance task development, implementation, and data collection/analysis will be planned and executed. Metrics for interim assessments was shifted to participation rate on districtwide assessments. This aligns the school's metrics more closely with district initiatives and data reporting.

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

Actions

Action #	Title	Description	Total Funds	Contributing
#2.1	Refine Schoolwide Assessment Roadmap, protocols, and systems	Refine & Implement assessment protocols and identify appropriate platforms. Determine use of interim assessment data (placement, instruction, curriculum). Develop summative assessment data collection system for core subjects. Refine current assessment formats/question for ISP core subjects. Align/develop ELA/Math assessments to CCR and Common Core/Content standards. Provide PD/release time to staff for development, grading, data analysis (on-going). Schoolwide action	\$22,742	Yes
#2.2	Develop, refine, administer, and analyze performance task program	Create a common definition of Performance Tasks and provide training for staff. Provide release time and stipends to develop common understanding/expectations. Develop/implement Performance Task data collection system.	\$32,742	No

Goal

Goal #	Description	Type of Goal
Goal #3	Wellness: All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.	Broad

State Priorities addressed by this goal.

State Priorities 1,5,6 and Local Priority of Basic Services, Parent Engagement, and Local Climate

An explanation of why the LEA has developed this goal.

The school prioritized this strategic goal to not only be aligned with its authorizer (EGUSD), but also because the wellness of students and the school's environment are paramount to a positive community and academic success. The school also understands that as a small charter school that potentially enrolls students from all EGUSD schools and surrounding areas, the school needs to be aware and prepared to meet the needs of a diverse student population. The following systems have been identified to support students:

- Continued development of multi-tiered systems of support (MTSS) processes and programs. Continued utilization of the PBIS framework to guide and measure development and implementation of MTSS.
- As a school of choice, student persistence rates from year to year (% of students who return each year) can be used as a metric of overall favorability of the school's programs and climate. Addressing college and career offerings in addition to academic and social emotional options is needed to meet the needs of current and potential students.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rate	.68%	.32%	Data available Fall 2026	.5%	-.36
3.2	High School Dropout Rate	4% (n10 class 2023)	4% (n10 class 2024)	Data available Fall 2026	2%	0
3.3	Suspension Incidents/Rate	9/3.6%	9/3.3%	4/1.4%	3/1%	-2.2
3.4	Expulsion Rate	0	0	0	0	0
3.5	Persistence Rate	74.5%	78.6%	66.2%	90	-8.3
3.6	School Climate: Percent Satisfied - Students - Staff - Parents - Overall	Student: 69% Staff: 92% Parents: 89%	Student: 73% Staff: 84% Parents: 90%	Available July 2026	90	+4 -8 +1
3.7	Social Emotional Learning – Average Favorability Rating	74%	76%	Available July 2026	Level 4	+2
3.8	Facility - % of Facilities in Good Repair	100%	100%	100%	100%	0
3.9	Percent of 12 th -grade students completing college and career plans	58.3%	76.2%	80%	100	+20.7
3.10	Attendance rate	83.8%	MS = 96.18% HS = 91.06	MS – 91.7% HS – 90.1%	95%/95%	+6.7
3.11	Chronic Absenteeism	21.3%	20.1%	Available October 2026	15%	+1.2
3.12	PBIS Implementation as measured by PIC	Level 3 (72.2%)	Level 3 (70.1%)	Available 2026-27 school year	Level 4	-2.1%

3.13	College Going Rate	43% (class of 2022)	56.3% (class of 2023)	Available Summer 2026	75%	+13.3
------	--------------------	---------------------	-----------------------	-----------------------	-----	-------

Insert or delete rows, as necessary.

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.

Attendance Intervention and Promotion Program: EGCA uses the "5-Star" system for tracking students on campus (ISP meeting attendance, PBIS "Falcon Feathers," bathroom passes). Wellness programs are promoted during the initial ISP onboarding/appointment, where teachers and families discuss transcripts, course selection, A-G completion, and academic resources. Student Leadership manages the "Soar Store," which integrates both on-campus and ISP-only students into the PBIS program. Summer staff updated course descriptions, syllabi, and resources on the school website. **Growth/challenges:** The main growth is the 5-Star program's implementation, which monitors ISP appointments and on-campus movement, providing essential data. A challenge is staff fidelity and consistent usage for accurate tracking. The school's "commuter" style instruction (weekly ISP meetings, alternative workshop schedules) provides flexibility but can create gaps in oversight and connectedness due to the lack of consistent physical attendance.

College and Career Readiness (CCR) Program: EGCA updated course planning to prioritize A-G completion, requiring it for early graduation. College application/FAFSA information was integrated into 11th/12th grade Career Studies. This led to an 18% increase in students meeting college standards. Staff training (CCIS conference, PLC summer training) and expanded on-campus promotion (Monday Workshops, updated checklists, A-G posters) support these goals. Internal tracking shows improved student readiness. **Growth/Challenges:** Success is driven by the default A-G course plan and better teacher training in transcript evaluation. Challenges include incoming students not A-G ready and shifting the mindset of families/staff who question the value of A-G for all students. The goal is to continue promoting A-G benefits to preserve future options.

Social Emotional Learning Program: EGCA's Social Emotional Learning (SEL) program has improved, integrating Digital Citizenship, Character Strong, and Study Skills into advocacy classes with consistent norms and the SOAR framework. The school incorporated district-mandated Multi-Tiered Systems of Support (MTSS) initiatives, including training, and has a 72% success rate (level 3) on the District's SEL/PBIS Performance Indicator Chart, aiming for level 4. Progress also includes teacher stipends for curriculum updates, growth in clubs (gamers, dance), and the implementation of a Student Equity Council. **Growth/challenges:** The greatest growth is in Advocacy courses for both workshop and ISP students, driven by a new standardized scope and sequence with modules for Character Strong and Digital Citizenship. Challenges remain with consistent content delivery in the independent study model, implementation fidelity across all teachers, and student transiency affecting club and equity council participation.

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.

No material differences between budgeted expenditures and actual expenditures

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

Attendance actions and services were effective as seen by increased attendance rates and decreased chronic absenteeism rates. However, for a hybrid program the Chronic Absenteeism metric is an area of concern and growth for the school. Wellness programs and on-boarding structure help students transition to EGCA. Student and parent favorability rates increase slightly. However, student persistent rates dropped, and staff favorability rates dropped in these areas of concern. College and career actions are effective. The school's a-g rates have increased over the years along with the school's college going rate. Social Emotional learning programs are effective as the data shows maintaining results in PBIS and SEL implementation metrics.

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.

Overall budgets for actions and services in this area will be reduced. This is due to previous budgets being centered on development of programs, and future budgets and focused on implementation and refinement. The middle school dropout rate metric was added along with suspension/expulsion rates instead of just suspension incidents per authorizer request.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Refine attendance improvement program	Define attendance expectations at EGCA (Work product vs. physical attendance). Develop/Implement data gathering system for attendance expectations across learning models (ISP, workshops, on-line). Refine PBIS and MTSS, program including purchasing curriculum, develop/implement new modules, determining delivery vehicle, and provide release time/PD for staff. Socioeconomically Disadvantaged students were in the red Dashboard indicator with 22% chronically absent which is an increase of 4.5%. Attendance improvement plans will address and identify the key components of chronic absenteeism for this group of students. Schoolwide action	\$22,742	Yes
3.2	Develop and Refine college and career program	Develop shared understanding of A-G expectations as a program and determine barriers to increase A-G completion rates. Provide teachers and staff with training in college and career readiness standards and best practices. Refine Advocacy college & career modules in all grade levels, align to CCR and dashboard readiness standards.	\$22,742	No

3.3	Develop and implement social emotional learning program	Refine/implement MTSS program; including release time and training for staff. Refine SEL modules in advocacy courses across all grade levels. Purchase curriculum. Provide SEL-related training and release time for staff in areas of highest need.	\$15,539	No
-----	---	--	----------	----

Goal

Goal #	Description	Type of Goal
Goal #4	All students will benefit from programs and services designed to inform and involve parents, families, and community partners.	Broad

State Priorities addressed by this goal.

State: 3,4,5 and Local: Parent engagement, Local climate

An explanation of why the LEA has developed this goal.

- As a charter school, stakeholder involvement and input are germane to the charter school movement. Providing parents/guardians, students and staff with opportunities to provide input, be informed, and shape practices is needed to continually support students and attract new students to the school.
- Programs designed to promote participation and acknowledge partnerships are essential to the progress of EGCA students.
- Creating opportunities for students to be connected will promote the school's values and mission and ultimately student academic and social progress and awareness. Creating understanding of the charter school movement and how Elk Grove Charter School dovetails into EGUSD's academic offerings and the offerings within the community of Elk Grove promotes EGCA as a valid academic option with a clear mission, vision, and pathway for EGCA students.

Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Advisory Council Average Attendance	4	7	4	10	0
4.2	Percent of students attending schoolwide activities	66%	51.27%	62%	85%	-4
4.3	Percent of students completing	18%	20.3%	53.7%	50%	+35.7

	community service hours					
4.4	Percent of students participating in formal school partnerships and programs	20%	17.6%	21.5%	50%	+1.5
4.5	#/% of Newly Enrolled Students	0-New Metric	192/374 – 38.8%	183/405 – 45.3%	30%	+45.3
4.6	CTE Sequence Completion - % of Graduates Completing a CTE Sequence	26%	25%	Available October 2026	25%	-1
4.7	Parents indicating a respectful and welcoming school environment	91%	93%	Available July 2026	95%	+2
4.8	Parents indicating effective provision of opportunities for parent involvement/parent education	89%	91%	Available July 2026	95%	+2
4.9	Parents indicating effective provision of opportunities for parent input in making decisions for school/district	85%	87%	Available July 2026	95%	+2

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.

Parent and student involvement program areas of growth and challenges: The greatest area of growth is in the increased opportunities for student engagement. Over the past three years, EGCA steadily increased student activities, driven largely by a student leadership group that meets weekly with an advisor. They are integral to the school's PBIS program, managing lunchtime activities and the "SOAR store". Despite this progress, many students choose our program specifically for its flexibility or to accommodate demanding travel and training schedules, which limits their availability on campus; and the largest challenge is the limiting nature of our facility. Without a multi-purpose room or large indoor area to meet, it is difficult for the school to provide schoolwide activities or general meeting areas. Implementation of these actions included recruiting 2 new members to the school's advisory council, providing multiple schoolwide events for students and families (ex. annual car show, senior dinner, indoor soccer league, field trips, end of year carnival and grad night). School promotional materials and branding/marketing campaigns were conducted. School partnerships continued and a new partnership was formed with R8 academy to promote the school to families/students who need flexible schooling options.

Partnerships and branding areas of growth and challenges: Branding and marketing have been at the forefront of these actions/services. EGCA has multiple marketing partnerships that have increased enrollment and promoted EGCA's brand of education to the community. The school has also worked within district authorizes to help educate district and school leadership on EGCA programs. Challenges in this area include community perception both internally and externally. In addition, defining the school's community service criteria and embedding it into the school's program has been a challenge to develop and implement.

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

The only material differences between budgeted expenditures and actuals are due to contract timelines that don't coincide with the LCFF calendar.

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

Actions were effective in that the school increased student access to activities and activities through school partnerships (FrHS, and TJMS). PBIS and school clubs improved through student leadership and participation. The school's Gamerz club regularly has 20+ students attending. Advisory council actions were somewhat effective as long-standing council members stepped away and EGCA continues to look for new members and to establish clear succession models. Partnerships were effective as EGCA continues to be the school of choice for specific enclaves of students. EGCA's overall enrollment continues to increase due to partnerships.

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.

Several metrics were added per our authorizer request and to be more aligned with district metric reporting and monitoring. Added metrics included perspective data and CTE completion rates. These metrics were previously reported through the Local Indicators. The budget for 4.1 was reduced due to sequencing of the school's multi-day field trip cycle. EGCA offered the field trip in 2025-26 and won't offer it again until 2027-28.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Refine, develop and implement parent and student involvement programs and activities	Expand, organize, purchase materials/service for on- and off-campus events. Develop, clarify, promote the role of the Advisory Council. Continue committee/club structure for activities/leadership. Refine event participation tracking and analysis tools. Coordinate efforts with authorizer to address limitations of school facilities. Create and implement skills workshops for students and families. Provide staff with release time/compensation for event participation. Schoolwide action	\$68,279	Yes
4.2	Develop and implement formal school partnerships and branding campaigns	Maintain/increase current partnerships with enrichment program providers, marketing and community agencies. Refine/Promote EGCA's internal and external brand and marketing campaign; including essential skills for success, role EGCA serves in the community, and target student population. Develop/implement promotion campaign within/out of EGUSD schools. Purchase branding and promotion materials. Provide release time, stipends, timesheets for staff. Refine/implement community service program.	\$125,000	No

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
\$446,270	\$55,991

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
13.159%	0%	\$0	13.159%

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 1.1	EGCA's English Learner, Low-Income, and Foster Youth students need access to a variety of courses and subjects. With the diversity of needs stemming from transiency, credit deficiency, and low skills that are common across all 3 unduplicated student groups; there is an essential need to create access to not only a wide range of courses, but also a wide range of delivery models based on the needs of EL, Low-Income and Foster youth.	The needs of all unduplicated student groups will be addressed by increased access to a variety of courses through multiple delivery models (in-person, ISP, on-line, distance learning) for all students. Increased access to a variety of courses and formats will directly improve not only graduation rates, but also A-G completion rates. As well, the development of curriculum and instructional materials in ELA courses will improve annual SBAC scores and improve EL reclassification rates. Increased access to elective courses will meet the needs of EGCA's small number of unduplicated student groups (EL, Low-Income, Foster) by providing course delivery in a variety of ways that can typically be a hurdle for EL, Low-Income, Foster students (ex. Transportation, poor attendance, translation, additional language support). Also, increased support for all students including all 3 unduplicated categories of students can be achieved through improved training and support for all teachers across all subjects and delivery models.	CAASPP ELA/Math, Graduation Rate, A-G rates, EL Reclassification
Goal 1.3	EGCA's small population of unduplicated students (EL, Low-Income, Foster Youth), need teachers and staff who are qualified with specialized training to meet the needs of a diverse student body. Unduplicated groups at EGCA are typically credit deficiency and skills deficient.	EGCA's small percentage of unduplicated students (EL, Low-Income, Foster) need an alternative model of education to meet their needs. They need to be able to earn credits in non-traditional ways through independent study and direct instruction to bridge gaps and increase access. In order to provide access not only EGCA's unduplicated student body, but also to all students, the school needs to employ qualified and appropriately certificated staff. This action will be delivered to all students at EGCA as it is at the core of EGCA's delivery model. Properly credentialed teachers will be able to meet all student needs and access to materials will improve all student achievement.	Teacher Assignment, Graduation Rate
Goal 1.4	Unduplicated students (EL, Low-Income, Foster Youth) are often credit deficient due to school transiency, low skills, and poor attendance.	Providing summer school to all students will not only meet the needs of the entire school community, but also the nuanced needs of EGCA small percentage of unduplicated students (EL, Low-Income, Foster Youth). By providing extended opportunities for students to earn credits, beyond the traditional school calendar. EGCA has on-going enrollment that doesn't always mesh with traditional grading periods. All students will be able to make-up credits lost due to enrollment timelines.	On-Track Status, A-G, Graduation Rate

Goal 2.1	EGCA's has a small number of unduplicated students (EL, Low-income, Foster); however, often these students have gaps in their education due to transiency, poor attendance, and language barriers. These students would benefit from increased instruction informed by interim, formative, and summative assessment. This is especially true of non-classroom-based programs that are often driven by transcript analysis rather than skill analysis based on a variety of assessments.	Instruction informed by formative, interim, and summative assessments will identify areas of need for all students including unduplicated groups (EL, Low-Income, and Foster Youth). students. The development of schoolwide assessment protocols and practices will benefit all students as assessing student learning is at the core of teaching and learning. This is especially true of students who may be credit deficient and/or didn't find success in a traditional program. As well, within EGCA's alternative delivery model, the development and implementation of multiple assessment types is essential to assessing student learning.	Interim and formative assessment participation rates CAASPP ELA/Math
Goal 3.1	EGCA's low-income students have the highest Chronic absenteeism rate across all student groups.	EGCA has a small percentage of unduplicated student groups (EL, Low-Income, Foster Youth) and due to the school's persistence rate for all students many are new to the school each year. The school attendance improvement program will work to establish clearer protocols and practices to promote improved attendance. Also, attendance at EGCA is tied to work-product not just class attendance. As a non-classroom-based program, assisting all students and teachers in addressing barriers to attendance both physically and for work product will also improve academic achievement. Improved teacher training will assist the teachers in meeting the needs of all students by reducing discipline and promoting a positive school environment.	Chronic absenteeism, graduation rate
Goal 4.1	EGCA's unduplicated student populations (EL, Low Income, Foster Youth) historically have barriers to access school activities. Student and parent activities programs will address these barriers and promote greater connection to the school community.	EGCA's activities program develops and implements a variety of activities for all students and school partners. All students benefit from these activities through greater connections to the school community. Activities are developed for all students; however, EGCA's small numbers of unduplicated student populations (EL, Low Income, Foster Youth) benefit from school wide activities as they are able to create connections at the school and with other students that they may not be able to do otherwise due to barriers such as language, transportation, attendance, etc. Also, nearly half of EGCA students are new to the school each year. Increased schoolwide activities help new students make connections and feel included in schoolwide programs, activities, and decision making.	% of students attending school activities

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	EGCA's small number of identified EL students have a low reclassification rate (12%). 100% of EGCA's EL students are Long Term English Learners.	The refinement, augmentation, and implementation of an improved English Learner support program will assist English learners improve their language skills but also assist them in accessing the curriculum and EGCA's niche hybrid program. Development of integrated and designated ELD curriculum and coursework will improve EL student achievement.	CAASPP ELA, Graduation Rate, EL Reclassification Rate

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.

Na

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.

Concentration funding will be used to maintain the school's current staffing level and increase student access to teachers through timesheet/stipend hours for identified students. Students will be able to receive support and services through teachers during both the instruction day and before/after school. In addition, EGCA will also increase access to counseling services/supports through the use of concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:59
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

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, Statutes 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).

