LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escalon Charter Academy

CDS Code: 39685020126011

School Year: 2024-25

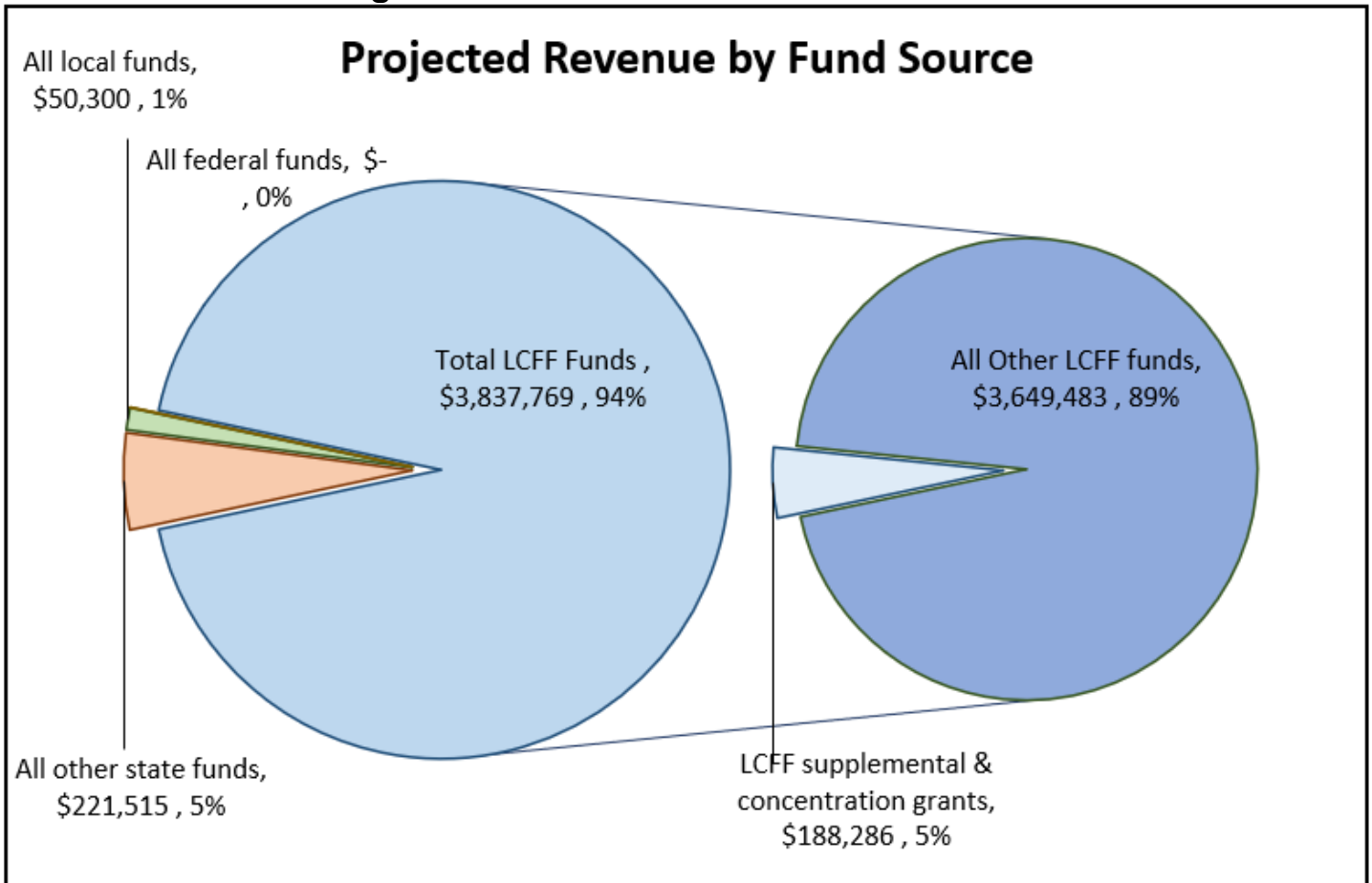LEA contact information:

Joel Johannsen

Charter School Administrator

mvos@escalonusd.org

209-838-7771

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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $50,300 , 1%

All federal funds, $- , 0%

Total LCFF Funds , $3,837,769 , 94%

All Other LCFF funds, $3,649,483 , 89%

All other state funds, $221,515 , 5%

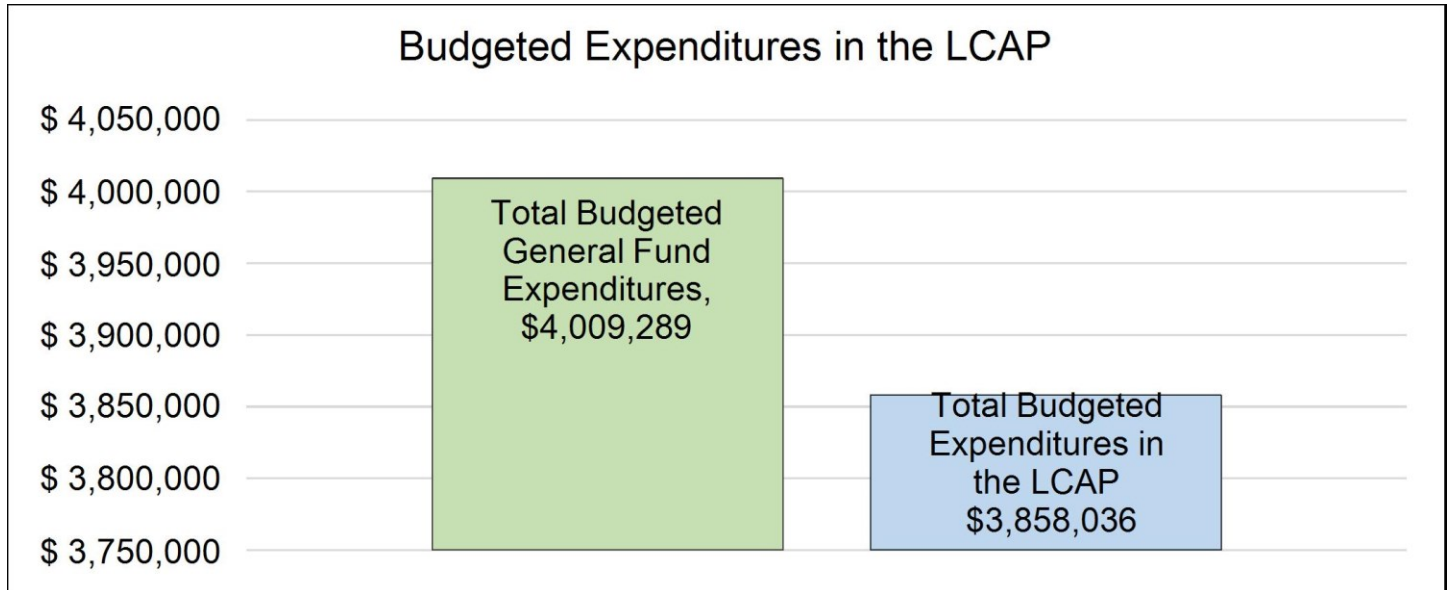LCFF supplemental & concentration grants, $188,286 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Escalon Charter Academy is $4,109,584, of which $3,837,769 is Local Control Funding Formula (LCFF), $221,515 is other state funds, $50,300 is local funds, and $0.00 is federal funds. Of the $3,837,769 in LCFF Funds, $188,286 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,009,289	
	Total Budgeted Expenditures in the LCAP $3,858,036

Y-axis values: $4,050,000 / $4,000,000 / $3,950,000 / $3,900,000 / $3,850,000 / $3,800,000 / $3,750,000

This chart provides a quick summary of how much Escalon Charter Academy plans to spend for 2024-25. 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: Escalon Charter Academy plans to spend $4,009,289 for the 2024-25 school year. Of that amount, $3,858,036 is tied to actions/services in the LCAP and $151,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
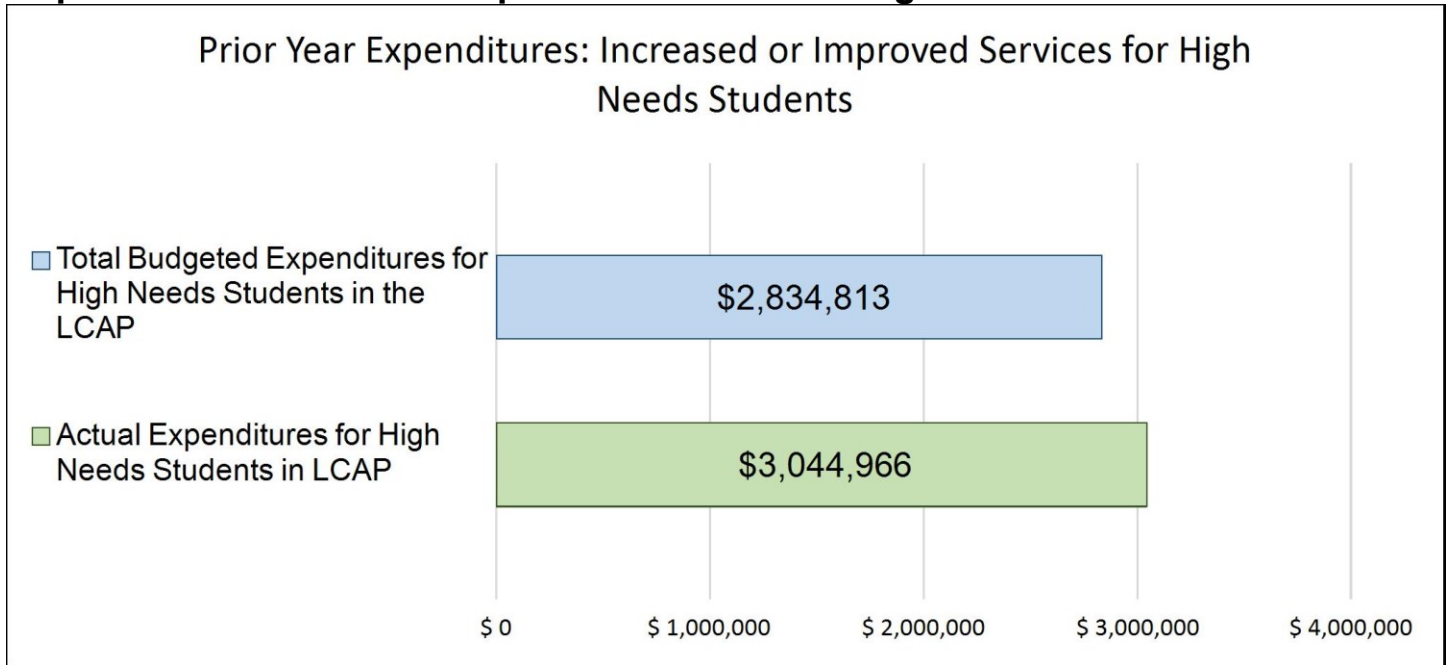
The LCAP does not include some essential, non-instructional services or their costs, such as district personnel services, facility and operational costs not included in MOT costs, and some costs associated with one-time funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Escalon Charter Academy is projecting it will receive $188,286 based on the enrollment of foster youth, English learner, and low-income students. Escalon Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Escalon Charter Academy plans to spend $188,286 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$2,834,813
Actual Expenditures for High Needs Students in LCAP	$3,044,966

$0 $1,000,000 $2,000,000 $3,000,000 $4,000,000

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

The text description of the above chart is as follows: In 2023-24, Escalon Charter Academy's LCAP budgeted $2,834,813 for planned actions to increase or improve services for high needs students. Escalon Charter Academy actually spent $3,044,966 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escalon Charter Academy	Joel Johannsen Charter School Administrator	jjohannsen@escalonusd.org 209-838-7771

Goals and Actions

Goal

Goal #	Description
1	Escalon Charter Academy will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education and exposes students to the rigorous Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching.	92% 2020-2021 Total Teacher Misassignments, SARC	88% 2021-2022 Total Teacher Misassignments, SARC	93% 2022-2023 SARC	96.7% 2023-2024 SARC	100%
1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2020-2021 SARC	100% 2021-2022 SARC	100% 2022-2023 SARC	100% 2023-2024 SARC	100%
1C. Percentage of school facilities are maintained in 'Good' Repair	57% 2020-21 Facility Inspection Tool, SARC	86% 2021-22 Facility Inspection Tool, SARC	100% 2022-2023 Facility Inspection Tool, SARC	100% 2023-2024 Facility Inspection Tool, SARC	100%
2. Self Reflection rating on Questions 1 of the Implementation of SBE Adopted	Rating for Professional Learning for teaching to the academic standards	Rating for Professional Learning for teaching to the academic standards	Rating for Professional Learning for teaching to the academic standards	Rating for Professional Learning for teaching to the academic standards	Rating for Professional Learning for teaching to the academic standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 3 2020-21 Local Indicator Self Reflection Tool	and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 3 2021-22 Local Indicator Self-Reflection Tool	and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 3 2022-23 Local Indicator Self-Reflection Tool	and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Too	and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5
2. Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	Next Generation Science Standards: 3 History/Social Science: 2 2020-21 Local Indicator Self Reflection Tool	Next Generation Science Standards: 3 History/Social Science: 2 2021-22 Local Indicator Self-Reflection Tool	Next Generation Science Standards: 4 History/Social Science: 4 2022-23 Local Indicator Self-Reflection Tool	Next Generation Science Standards: 5 History/Social Science: 5 2023-24 Local Indicator Self Reflection Tool	Next Generation Science Standards: 5 History/Social Science: 5
7A: Broad Course of Study All students are offered access to a broad course of study, as verified by CALPADS and the master schedule. Percentage of Socio-economically disadvantaged students enrolled in high school should	Socio-economically disadvantaged students enrolled in: High School: 47.5% Music Classes: 6.43% AP Classes: 8.78% Higher Level World Language Classes: 11.74% English Learners and Redesignated Students enrolled in:	Socio-economically disadvantaged students enrolled in: High School: 46.7% Music Classes: 7.2% AP Classes: 5.2% Higher Level World Language Classes: 3.9% English Learners and Redesignated Students enrolled in:	Socio-economically disadvantaged students enrolled in: High School: 39.2% Music Classes: 7.9% AP Classes: 8,9% Higher Level World Language Classes: 10.3% English Learners and Redesignated Students enrolled in:	Prior metric: Socio-economically disadvantaged students enrolled in: High School: 49.5% Music Classes: 7.6% AP Classes: 6.9% Higher Level World Language Classes: 14.1% English Learners and Redesignated Students enrolled in:	Represenation in classes should be equal to or above the Socio-economically disadvantaged and English Learner and Redesignated student percentages.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
mirror enrollment in specific courses. Percentage of EL and RFEP students enrolled in high school should mirror enrollment in specific courses.	High School: 6.1% Music Classes: 3.96% AP Classes: 7.17% Higher Level World Language Classes: 13.84% 2020 Student Information System Reports	High School: 8.8% Music Classes: 5.8% AP Classes: 4.8% Higher Level World Language Classes: 4.1% 2021 Student Information System Reports	High School: 38.2% Music Classes: 6.9% AP Classes: 9.0% Higher Level World Language Classes: 9.6% 2022 Student Information System Reports/CALPADS	High School: 34.1% Music Classes: 5.0% AP Classes: 5.3% Higher Level World Language Classes: 12.9% 2023 Student Information System Revised Metric: Reports/CALPADSPercentage of high school students enrolled in: Music Classes: 17.0% AP Classes: 16.4% Higher Level World Language Classes: 30.6% Socio-economically disadvantaged students enrolled in: High School: 47.5% Music Classes: 44.9% AP Classes: 41.7% Higher Level World Language Classes: 46.1% English Learners and Redesignated Students enrolled in: High School: 34.1% Music Classes: 27.2%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				AP Classes: 33.0% Higher Level World Language Classes: 42.0% 2023 Student Information System Reports	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Eight of the nine actions were implemented as planned.
Action 1.7: When originally written into the LCAP, Math training via a partnership with UC Davis Math Project for grades K-12 was identified as the means for math professional development. Geographical limitations proved to be a limiting factor resulting in EUSD establishing a related partnership with the SJCOE Math Department who resumed the work started initially by the UC Davis Math Project.

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 District has identified the material difference threshold at a 15% variance between total expected and actual expenditures for each action.

A review of the actions and any material differences are below:
Action 1.1 - A material difference of 53%, under the budgeted expenditures occurred for action 1.1. This was related to a reduction in Federal Title I funds and one-time funds, included in the LCAP, that were used for some of these expenditures.
Action 1.2 - A material difference of 26%, over the budgeted expenditures occurred for action 1.2. The district purchased more student Chromebooks than originally planned. The district also has begun replacing old classroom projectors with smart screens for instructional use. The number of these screens purchased was not accounted for in the original budget.
Action 1.3 - No material difference
Action 1.4 - No material difference

Action 1.5 - No material difference
Action 1.6 - No material difference
Action 1.7 - No material difference
Action 1.8 - A material difference of 39%, over the budgeted expenditures occurred for action 1.8. The district adopted and purchased TK-8 Science and Social Science curriculum which were not in the original budget.
Action 1.9 - A material difference of 69%, over the budgeted expenditures occurred for action 1.9. The district's Supplemental funds increased over the budget year and these funds were used to purchase additional materials, supplies, and contracted services to support student learning at all school sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Upon reflection on student outcomes from the 2023-24 Local Control Accountability Plan (LCAP) a review of state and local indicators of student performance, input from educational partners, and other metrics. The action's relative effectiveness was varied. An explanation of the effectiveness or ineffectiveness of the specific actions follows.
Action 1: was effective. The district continued to implement a system of subsidized costs whereby the cost of AP tests was decreased to assist with any financial burden. AP passage rates show an increase from a 38% year 1 passage rate outcome to this year's 78.64% passage rate (Metric 4G).
Action 2: was effective. The district was able to maintain access to the necessary curriculum including access to 1:1 devices for all students as well as retire some devices that had aged beyond continued use. These student devices were replaced with new devices to maintain access to updated technology, which is a key priority(Metric 1B and Metric 2, Question 1).
Action 3: was effective. EUSD accomplished this by allowing opportunities for staff training, use of the district-adopted benchmark assessment platform, Renaissance Place, as well as the utilization of CAASPP Interim and Practice assessments (Metric 2, Question 1).
Action 4 was partially effective. As reflected by Metric 1A, 96.7% of EUSD teachers are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching. This represents a 4.7% increase from the metrics baseline and a 3.7% increase from the prior school year's percentage. Thereby, showing progress and relative effectiveness of the action. However, job postings reflect that there are currently positions that have not been filled for the 2023-24 school year despite multiple measures taken to resolve the situation.
Action 5: was effective. The district has been able to maintain current levels of staffing and contracted services to provide access to a broad course of study and effectively maintain Tier II and Tier III staff and supports (Metric 1A).
Action 6: was effective. Facilities projects continue to focus on student and staff safety including the fencing project at El Portal Middle School and the remodeled Escalon High School office. The percentage of school facilities with a "Good Repair" rating is at 100% (Metric 1C).
Action 7: was effective. As measured by Metric 2, Questions 1, EUSD accomplished this by providing staff training in both the TK-8 Science and TK-8 Social Science new curricula by providing math training via a partnership with UC Davis Math Project and then with the SJCOE Math Department for grades K-12. Escalon Unified continued with the ongoing growth and evolution of Professional Learning Communities (PLC). In the summer of 2022, the district sent 50+ employees to the Solution Tree, PLC at Work Institute in Sacramento. This event, in tandem with Luis Cruz's district-wide Professional Development Day, served as the springboard for ongoing teacher and staff collaboration that ensued through the 2022-2023 school year. Collaboration days were student-focused while teachers and staff worked to answer the four PLC questions: 1. What do we want students to learn? 2. How will we know if they learned it? 3. What will we do if they did not learn it? 4.

What will we do if they already know it? Relatedly, elementary schools continued to facilitate grade-level site PLC meetings during minimum days; with the middle school and high school facilitating site content PLC meetings during their minimum days. In November 2022, a team of 20 staff attended Solution Tree's RTI at Work conference, while an additional team attended the Mathematics at Work conference also hosted by Solution Tree. The district plans on continuing the development of PLCs to ensure access to the Common Core State Standards (CCSS) for all students and ensuring that Guaranteed Standards are taught to all EUSD students.

Action 8: was effective. As indicated by Metric 1B, 100% of students have sufficient access to standards-aligned instructional materials. The district was able to adopt curriculum for two new Escalon High School classes, Digital Media and the Business and Personal Finance class, thereby providing a new elective opportunity and creating an additional option for meeting the 2-year math requirement for graduation. AP Biology had an updated curriculum adopted for implementation in the 2023-2024 school year ensuring continued alignment with the AP exam and student goals. The district completed the curriculum piloting process and adoption for TK-8 Science and Social Science. Spanish versions of both Science and Social Science were implemented along with the Spanish Language Arts curriculum, Benchmark Adelante, at the EUSD Dual Language Instruction site at Collegeville Elementary.

Action 9: was partially effective. While the action as written has been implemented (materials and contracted services to provide access to a broad course of study), Metric 7A shows mixed results. Socio-economically disadvantaged enrollment in music classes and higher-level world language classes has increased over the established baseline while enrollment in AP classes has declined from the established baseline. English Learner and Redesignated Student enrollment in higher-level world language classes has increased over baseline while enrollment in Music and AP classes has declined.

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

Historically, given their common demographics and seat based enrollment, the ECA LCAP essentially mirrored the EUSD LCAP with minor variations. Over the last few years there has been a significant change in ECA enrollment. ECA's homeschool program has grown significantly (24-25 expected enrollment - 363 students), while the brick and mortar, seat based program has seen a significant decrease in enrollment (projected 24-25 - 32 students). With this major program enrollment shift, coupled with the new LCAP planning cycle, it was determined ECA would maintain the same goals as EUSD, but changes in expected outcomes, metrics and actions were required to better represent and address the needs of the students in the homeschool program.

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.

Goals and Actions

Goal

Goal #	Description
2	Escalon Charter Academy will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST) Percentage of students in grades 2-11 whose performance on the STAR Reading and STAR Math Assessments meet or exceed standard	CAASPP: ELA 48.68% Mathematics 35.97% CAST Science 25.92% 2019 State Assessment Results STAR Assessments Reading 44% Math 37% 2021 Spring Local Assessment Results	CAASPP: ELA 44.65% Mathematics 27.48% CAST Science N/A 2021 State Assessment Results STAR Assessments Reading 32% Math 45% 2022 Spring Local Assessment Results	CAASPP: ELA 41.96% Mathematics 28.66% CAST Science 19.09 2022 State Assessment Results STAR Assessments Reading 42% Math 25% 2023 Spring Local Assessment Results	CAASPP: ELA 42.42% Mathematics 30.43% CAST Science 23.19% 2023 State Assessment Results STAR Assessments Reading Math 2024 Spring Local Assessment Results: currently not available	CAASPP: ELA 55% Mathematics 42% CAST Science 32% STAR Assessments Reading 55% Mathematics 42%
4B. Percentage of students who meet	36.64%	35.4%	30.3%	33.3%	43%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSU/UC a-g college entrace requirements	Fall 2020 CA School Dashboard, Additional Reports	Fall 2021 CA School Dashboard, Additional Reports	2022 CA School Dashboard, Additional Reports	2023 CA School Dashboard, Additional Reports	
4C. Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	23.65% Fall 2020 CA School Dashboard, Additional Reports	33.2% Fall 2021 CA School Dashboard, Additional Reports	37.3% Fall 2022 CA School Dashboard, Additional Reports	36.8% Fall 2023 CA School Dashboard, Additional Reports	37%
4D. Percentage of pupils who have successfully completed both types of courses described in B & C	5.76% Fall 2020 CA School Dashboard, Additional Reports	7.5% Fall 2021 CA School Dashboard, Additional Reports	8.0% Fall 2022 CA School Dashboard, Additional Reports	10.0% Fall 2023 CA School Dashboard, Additional Reports	12.76%
4E. Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC	44.4% Fall 2019 CA School Dashboard	Data not available due to suspension of the 2021 CA School Dashboard.	47.4% Fall 2022 CA School Dashboard	54.0% Fall 2023 CA School Dashboard	51%
4F. Percentage of English Learners who meet EUSD standards to be redesiganted as Fluent English Proficient.	22.4% 2019-2020 DataQuest	12.5% 2021-2022 DataQuest	35% DataQuest report not available, local data utilized	20% DataQuest report not available, local data utilized	29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G. Percentage of pupils who pass an AP exam (3+)	51% 2019-2020 DataQuest	38% 2020-201 DataQuest	60% DataQuest not available, AP Score Report for Educators utilized	78.64% Dataquest not available, AP Score Report for Educators utilized	59%
4H. Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	ELA 59.38% Math 32.10% 2019 CAASPP Results	ELA 60.81% Math 27.74% 2021 CAASPP Results	ELA 51,46% Math 14.54% 2022 CAASPP Results	ELA 51.95% Math 17.24% 2023 CAASPP Results	ELA 66% Math 39%
8. Perecentage of students "prepared" for college and career.	All Students 47.6% EL 12.9% Socioeconomically Disadvantaged 44.5% Fall 2020 CA School Dashboard, Additional Reports	Data not available due to suspension of the 2021 CA School Dashboard.	Data not available due to suspension of the 2022 CA School Dashboard.	All Students 34.2% EL 0.0% Socioeconomically Disadvantaged 27.9% Fall 2023 CA School Dashboard, Additional Reports	All Students 54% EL 19% Socioeconomically Disadvantaged 51%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All five actions within goal two were implemented as planned. The district was able to support English learners through protected designated English language development time across all school sites.

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 District has identified the material difference threshold at a 15% variance between total expected and actual expenditures for each action.

A review of the actions and any material differences are below:
Action 2.1 - N/A
Action 2.2 - No material difference
Action 2.3 - A material difference of 52.5%, over the budgeted expenditures occurred in action 2.3. This was due to the grants received by the high school CTE department, which allowed for additional materials and services for the CTE programs as a whole.
Action 2.4 - A material difference of 27%, over the budgeted expenditures occurred in action 2.4. This was due to the district fully implementing the ELOP program. Expenditures were more than originally budgeted. The district also made some facility upgrades for the ELOP program.
Action 2.5 - No material difference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All five actions within goal two were implemented as planned. An explanation of the effectiveness or ineffectiveness of the specific actions follows:
Action 1: was effective. Districtwide CAASPP scores and STAR assessment scores have shown a decline from the established baselines. The overall decline in these scores can be directly linked to learning losses attributed to the COVID-19 pandemic. The percentage of students who meet or exceed standards on the 2023 Statewide Assessments (CAASPP and CAST) has shown improvement over the 2022 Assessments with ELA improving from 41.96% to 42.42% having met or exceeded standards, Math improving from 28.66% to 30.43% having met or exceeded standards and CAST improving from 19.09% to 23.19% (Metric 4A).
Actions 2, 4, and 5: were effective. While each addresses different actions they are related to the services they provide. The district continued to implement master schedules at the middle school and high school, which guaranteed Designated ELD was provided to English Learners in departmentalized settings. Access to direct, targeted, and explicit instruction helped the district with the reclassification process of English Learners. The 2021-2024 LCAP, maintained a focus on best instructional practices to support English learners, while also providing access to a broad course of study. Districtwide, 54% of EL students improved at least one level from the prior test administration on the ELPAC. The 54% progress shows a 9.6% improvement over the established baseline and exceeded the desired outcome for 2023-24 by 3%. EUSD has provided additional access to extended learning opportunities and intervention through the addition of targeted intervention during the school day as evidenced by site master schedules and dedicated staffing positions. Adding and maintaining credit recovery opportunities at the high school level has proven to be effective as evidenced by the district's continued graduation rate of over 92%. EUSD has provided additional access to a Multi-Tiered System of Support. This has focused on the whole child including academic, emotional, and behavioral supports. (Metrics 4E, 4F, 4F, 5E, and 8).

Action 3: was effective. The district was able to provide some access to career and technical education career exploration activities in grades Kindergarten through 8th grade, while also providing access to various Career and Technical Education Pathways at the high school level including the implementation of a Food Science Career and Technical Pathway with the aid of SSP grant funds. The percent of students who meet CSU/UC a-g college entrance requirements increased from 30.3% in year 2 to 33.3% in year 3, 36.8% of students being successful CTE completers nearly reached the 37% Desired Outcome, and the percentage of students who have completed both a-g requirements and completed a CTE pathway has increased every year of this LCAP cycle(Metrics 4B, 4C, and 4D).

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

Historically, given their common demographics and seat based enrollment, the ECA LCAP essentially mirrored the EUSD LCAP with minor variations. Over the last few years there has been a significant change in ECA enrollment. ECA's homeschool program has grown significantly (24-25 expected enrollment - 363 students), while the brick and mortar, seat based program has seen a significant decrease in enrollment (projected 24-25 - 32 students). With this major program enrollment shift, coupled with the new LCAP planning cycle, it was determined ECA would maintain the same goals as EUSD, but changes in expected outcomes, metrics and actions were required to better represent and address the needs of the students in the homeschool program.

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.

Goals and Actions

Goal

Goal #	Description
3	Escalon Charter Academy will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Self reflection rating on Parent and Family Engagement:

Building Relationships, Question #4

Seeking Input for Decision Making #9

(Local Indicator, Priority 3 Reflection Tool)

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

2 - Beginning Development

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

3 - Beginning Development

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

3 - Beginning Development

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using langauge that is understandable and accessible to families.

3 - Initial Implementation

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accesible to families.

5 - Full Implementation and Sustainability

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and wiht decision making |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full Implementation and Sustainability	3 - Initial Implementation 2020-21 Local Indicator, Self-Reflection Tool	3 - Initial Implementation 2021-22 Local Indicator, Self-Reflection Tool	4 - Initial Implementation 2022-23 Local Indicator, Self-Reflection Tool	3 - Initial Implementation 2023-24 Local Indicator, Self Reflection Tool	5 - Full Implementation and Sustainability
5A. Percentage of pupils attending school daily on average	96.17% 2020-21 P8 Attendance Reports, SIS	94.70% 2021-22 P8 Attendance Reports, SIS	94.47% 2022-23 P8 Attendance Reports, SIS		Maintain attendance rate at 96% or above.
5B. Percentage of students K-12 indentified chronically absent students who are absent from school 10% or more for the total number of days that they are enrolled in school	5.9% Fall 2019 CA School Dashboard	4.2% 2020-2021 DataQuest	20.7% 2022 CA School Dashboard	17% 2023 CA School Dashboard	3.9%
5C. Middle School dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school	0% 2019-20 CALPADS	0% 2020-21 CALPADS	0% 2021-22 CALPADS	0% 2022-223CALPADS	0%
5D. High school dropout rate - percentage of students in grades 9-12 who stop coming to	3% 2019-20 DataQuest	4.5% 2020-21 DataQuest	2.0% 2021-2022 DataQuest	4.0% 2022-23 DataQuest	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school and who do not enroll in another school					
5E. High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	96.5% 2019-20 DataQuest	93.7% 2020-21 DataQuest	96,4% 2021-2022 DataQuest	92.9% 2022-23 DataQuest	98%
6A. Percentage of students who are suspended at least once during the academic year	3.7% 2019-20 DataQuest	0.7% 2020-21 DataQuest	5.0% 2021-2022 DataQuest	6.4% 2022-23 DataQuest	3%
6B. Percentage of students who are expelled from the district during the academic year	0.07% 2019-20 DataQuest	0.1% 2020-21 DataQuest	0.0% 2021-2022 DataQuest	0.3% 2022-23 DataQuest	Maintain expulsion rates below 1%
6C. Percentage of students, parents and teachers who feel the school is safe based on survey results Precentage of students, parents and teachers who feel connected to school based on survey results	Feel School is Safe Students 87% Parents NA Teachers NA Feels Connected to School Students 81% Parents NA Teachers NA 2019-2020 Surveys	Feel School is Safe Students 69% Parents NA Teachers NA Feels Connected to School Students 58% Parents NA Teachers NA 2021-22 Surveys	Feel School is Safe Students 53.8% Parents 65.4% Teachers 67.2% Feels Connected to School Students NA Parents NA Teachers NA 2022-23 Surveys	Feel School in Safe Students 79% Parents 75.3% Teachers 88.5% Feels Connected to School Students 81% Parents 75.3% Teachers 76.9% 2023-2024 Local Surveys	Feel School is Safe Students 90% Parents 90% Teachers 90% Feels Connected to School Students 90% Parents 90% Teachers 90%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Both actions within goal three were implemented as planned.

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 District has identified the material difference threshold at a 15% variance between total expected and actual expenditures for each action.

A review of the actions and any material differences are below:
Action 3.1 - No material difference.
Action 3.2 - A material difference of 15%, under the budgeted expenditures occurred for action 3.2. This was due to some of the original expenditures having reduced costs and some had no cost to the district due to donations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district was able to make the following progress toward the established goals and actions. An explanation of the effectiveness or ineffectiveness of the specific actions follows:
Action 1: was effective. To ensure that all families had relevant information and to improve modes of communication, all District communication came through multiple channels (e.g., phone calls, emails, text messages, social media posts). In addition, information was provided both in Spanish and English to ensure that all our families had the necessary information. Community participation and engagement in school activities and events increased as a result of these efforts. EUSD utilized educational partner meetings at all sites to solicit feedback regarding the established LCAP goals and actions. Relatedly, the EUSD LCAP Educational Partner Survey was utilized to solicit feedback information from four targeted groups: students, parents, certificated employees, and classified employees. The district will continue to identify and use various modes of communication to engage educational partners while also keeping them informed.(Metric 3)
Action 2: was partially effective. EUSD experienced varying degrees of success regarding Action 2. Despite implementing PBIS Rewards and having PBIS programs at multiple sites, EUSD saw an increase in the percentage of students suspended at least once. It rose from 5.0% in 2021-22 to 6.4% in 2022-2023 (Metric 6A). Relatedly, expulsion rates increased from 0% in 2021-2022 to 0.3% in 2002-23 (Metric 6B). Strategies targeted at increasing daily attendance were effective with the percentage of pupils attending school daily increasing from 94.47% in 2022-23 (P8) to 95.83% in 2023-24 (P6) and the percentage of students identified as chronically absent decreasing from 20.7% in 2022 to 17% in 2023.

The District continues to implement efforts to support students in meeting graduation requirements. For example, credit recovery courses were offered throughout the 2022-2023 school year to high school students who needed to make up high school courses. Summer School credit recovery as well as other credit recovery options were available to students during the 2023-2024 school year. Vista High School's role as a credit recovery site also played a significant role in providing students an opportunity to achieve graduate status. Pairing academic counseling alongside credit recovery opportunities to support our student body in meeting graduation requirements and improving postsecondary outcomes has been effective but recent data shows some mixed outcomes. District graduation rates for the 2022-23 school year revealed a graduation rate of 96.1%, which is higher than the state average of 86.4%. The graduation rate for students designated as English Learners dropped from 92.3% to 76.9% on the 2023 CADashboard. The graduation rate of students designated as socioeconomically disadvantaged decreased from 98.0% to 93.6% on the 2023 CA Dashboard. Overall, there was a decrease in graduation rates from one school year to the next. Relatedly, the high school dropout rate of 4.0%, as measured by the DataQuest 2022-23 Four-Year Adjusted Cohort Outcome, was a 2.0% increase from the previous school year's drop-out rate of 2.0%.

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

Historically, given their common demographics and seat based enrollment, the ECA LCAP essentially mirrored the EUSD LCAP with minor variations. Over the last few years there has been a significant change in ECA enrollment. ECA's homeschool program has grown significantly (24-25 expected enrollment - 363 students), while the brick and mortar, seat based program has seen a significant decrease in enrollment (projected 24-25 - 32 students). With this major program enrollment shift, coupled with the new LCAP planning cycle, it was determined ECA would maintain the same goals as EUSD, but changes in expected outcomes, metrics and actions were required to better represent and address the needs of the students in the homeschool program.

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.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Escalon Charter Academy	Joel Johannsen Charter School Administrator	jjohannsen@escalonusd.org 209-838-7771

Plan Summary [2024-25]

General Information

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

The Escalon Unified School (EUSD) District was formed in 1967 and unified 8 separate districts in the greater Escalon area. Located in a rural agrarian part of Southern San Joaquin County, the district serves the greater communities of Escalon, Farmington, and Collegeville. The district operates 4 elementary schools (Dent Elementary, Van Allen Elementary, Farmington Elementary, and Collegeville Elementary), 1 middle school (El Portal Middle School), 1 comprehensive high school (Escalon High School), 1 continuation high school (Vista High School).

In 2012, the EUSD Governing Board approved a Charter Petition to establish the Escalon Charter Academy (ECA) as a district-sponsored Charter School. ECA was initially a brick-and-mortar-based K-8 charter school, including Dent and Collegeville Elementary and El Portal Middle school campuses as a means to offset the district's declining enrollment. In the spring of 2013, the charter was revised to include a TK-12 homeschool option, Gateway Academy. Gateway began with 23 students, in the 2013-14 schoolyear and will serve roughly 350 homeschool students in the 2024-25 schoolyear. The brick and mortar program peaked at around 140 students in 2017-18 and in 2023-24 charter enrollment in the brick and mortar sites had decreased to just over 40 students. Part of this decline resulted from revised admission practices including greater flexibility involving intra-district transfer requests and moving non-district charter students onto interdistrict transfers.

In 2022-23, the ethnic composition of Escalon Charter Academy was 31% Hispanic and 61% White, with 3% undeclared and less than 1% across other ethnicities. In the same year, 23% of ECA students were identified as socio-economically disadvantaged, and 6% were identified as qualifying for Special Education services. Historically, as most of the charter students were attending district schools the charter's LCAP essentially mirrored the district LCAP. However, with the noted increase in enrollment in the Homeschool program, coupled with the major decrease in enrollment in the brick-and-mortar program it was determined that in the new LCAP cycle, the homeschool program would be the primary focus in developing of the new ECA 3 year LCAP.

Reflections: Annual Performance

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

Academic Performance -

As a homeschool program, ECA/Gateway has struggled to meet the 95% participation requirement for CAASPP testing, and as such the CA Dashboard doesn't truly reflect the academic performance and growth of ECA's students. When participation levels fall below 95%, every nonparticipating student is essentially assigned the lowest possible "distant from standard" score on that particular exam (ELA, 333 and math, 348). This penalty calculation ranking has had a significant impact on ECA's dashboard data. For example, in 2022-23, 178 students were eligible for CAASPP and 139 students actually took the ELA CAASPP exam After calculating the penalty score, ECA students' overall "distance from standard" score was 54.4 points below standard. However, after calculating the "distance from standard" ranking for the 139 students who took the CAASPP, the revised ranking was 4 points below standard. Essentially, each student was penalized 50 points on the ELA exam since the school did not meet the participation rate. ECA has consistently promoted CAASPP and emphasized the consequences low participation rates will have on the school, but has never achieved more than an 80% participation rate. Families choose to homeschool for a variety of reasons, but often it is a dissatisfaction with public schooling in general, as well as required high-stakes standardized testing.

However, of the 139 3-8 students who did participate in CAASPP -

- 55.39% were ranked proficient or above in ELA
- 39.2% were ranked proficient or above in math

Both of these percentages exceeded state averages, and exceeded, or were on par, with local results. Additionally, even with the non-participation penalties, no Gateway student group was identified as Red on the CA Dashboard. As for performance rankings for unduplicated students, ECA students identified as SED represent the largest group of students in the unduplicated count representing 23.2% (73) of the school's total enrollment. 2.2% (7) were identified as ELs and .3% (1) as foster youth. In reviewing dashboard data ECA SED students outperformed all other student groups, except the Hispanic group and ranked comparably to all student groups in math. Overall CAASPP results for the SED group ranked 53.13% of this student group as meeting or exceeding standard in ELA and in math the at or above standard ranking was 31.25%.

Recognizing low participation rates will be an ongoing issue with ECA's Dashboard, ECA has implemented other measures to monitor the growth and performance of students. ECA administers Renaissance Learning's STAR assessments in Reading and Math as an alternate standardized metric to monitor student growth and performance. These assessments are administered a minimum of three (3) times a year in the fall, winter, and spring. The spring benchmark is utilized more as a summative metric and represents end-of-year student performance levels in the respective subjects. Additionally, based on STAR results and other data, students who are struggling are also assessed and progress monitored with more individualized measures (e.g. AimsWeb, Slosson, DRA, etc.).

Reviewing the 22-23 Spring STAR results with the CAASPP results showed many similarities. With over 95% of 2-11 students participating in the 2022-23 Spring STAR administration -

- 70% demonstrated proficiency in reading
- 45% demonstrated proficiency in math

Other State Indicators -

ECA has 19 students with active IEPs, 9 of whom are speech only. Regardless, ECA's homeschool program ensures that each student receives the needed support and resources to support their programming needs.

Attendance - As a homeschool, ECA has nearly perfect attendance and had a green status with a 3.5% Chronic Absenteeism rating in 22-23. Most attendance issues are generated by +/- 40 students who remain in the brick-and-mortar program and attend a physical site.

Suspension rate - ECA received a green status with a .6% suspension rate. Like students identified as Chronically Absentee, all suspended students were enrolled at one of the ECA brick-and-mortar campuses.

Graduation Rate, College/Career, and EL Progress - Although ECA has maintained a 100% graduation rate, this is not always evidenced on the dashboard due to the small reporting samples.

This is the same case with the EL progress indicator as there were only 4 students in the EL subgroup in the 23-24 school year.

ECA is quite fortunate to have such an outstanding and collaborative staff with a broad range of grade-level experience and expertise. For example, we have a cadre of teachers with exceptional foundational literacy development skills who support their fellow teachers and ECA families with students in the early primary grades. On the other hand, we have a small group of teachers with single-subject credentials who likewise support their fellow teachers and ECA families with students in the middle and high school grades. The diversity of our staff is a critical part of Gateway's success because families don't always come in grade-level clusters. It is not uncommon for a teacher to have several families with 2-3 grade spans (e.g. primary, elementary, high school) on their caseload, and they know if they have an unfamiliar issue, ready support is always available. The mindset that these are all "our" kids and the high level of collaboration and collegiality extends deeply into our overall school culture and positive relationships established with our families. While there is no formal referral process in place, reviewing the annual New Family Enrollment Interest form, reflected that a majority of respondents heard about Gateway from a current family. Given ECA's rate of growth over the past few years, it is apparent that good things are happening.

Standards without standards - Parents choose to homeschool their children for several reasons, but one primary reason is the disdain felt towards a standards-based education mandate. ECA through the use of specific grade-level learning targets or "I Can" statements, regular benchmarking of student performance, and support and monitoring of parent-selected curricular materials, can effectively assess a student's access and progress toward grade-level standards throughout the year. Our primary focus is on student learning and progress, and not the structure of the curricular materials. This focus on learning, aligned with specific learner needs, with targeted skill development and ongoing progress monitoring, has been effective in showing that students are not only accessing the standards, but that they can also demonstrate their ability to meet them.

While difficult to quantify, the courses of study available to ECA Homeschool students is as individualized as the student. For example, we had a 10th grade student who was completing an aviation ground school program. After reviewing the curriculum, scope and sequence of the program, and total program hours, the student earned a full year of elective high school credit and has completed the first step towards achieving his career goal of becoming a licensed pilot. Another student completed a year long program in Barn Management, which was a foreign concept in a traditional sense for the school, but was actually quite rigorous, demanding, and complex. Additionally, with the range of available online course options that currently exist, from Edgenuity, our inhouse option, to Outschool, ECA students have an extensive range of course options to choose from. Not only do these courses augment and extend their core curriculum, it also allows them to explore, plan, and prepare for their post-high school career goals.

As a Homeschool, facility needs differ from traditional school settings. The current campus layout is adequate for our current program, but the campus proper is in need of renovation and upgrades to better support our program. Beginning in the summer of 2024, the campus will be receiving infrastructure upgrades and repair. Additional storage space and hands on learning labs (e.g. school garden, maker lab) and grounds improvements for PE and other extracurricular activities will also be included in this upgrade. Not only will the physical appearance of the campus be improved, but the revised layout will better support the needs of our students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	ECA staff are engaged in the LCAP process in a variety of ways. One of the backbones of ECA is an emphasis on shared leadership and decision-making. Throughout the year the staff regularly collaborate as a PLC and review a range of program data, identify program needs, and develop a plan to meet these needs. This ongoing refinement of the ECA homeschool program is an integrated component in the development and implementation of ECA's LCAP. This engagement process includes - Staff Surveys - the LCAP Educational Partners conducted in April of 2024 Bi-Monthly Professional Learning Communities meeetings Bi-monthly - Principal's Advisory meetings Bi-monthly staff meetings
Principals	ECA administrative staff is comprised of the school principal who oversees all aspects of the Charter, including maintaining and updating the school's charter, mandated state reporting and compliance, and developing the ECA LCAP. The school principal actively collaborates with all educational partners on an ongoing basis to inform the development and refinement of the Charter's program and by extension the Charter's LCAP.
Administrators	ECA administrative staff is comprised of the school principal who oversees all aspects of the Charter, including maintaining and

	updating the school's charter, mandated state reporting and compliance, and developing the ECA LCAP. The school principal actively collaborates with all educational partners on an ongoing basis to inform the development and refinement of the school's program and by extension the Charter's LCAP. As ECA is associated with the Escalon Unified School District, additional ECA administrative engagement in the development of the LCAP was facilitated through the district's Leadership team comprised of all district and site administrators and the ECA administrator. At the July 2023 annual Leadership Retreat, the goals and actions included in the current LCAP were used to identify LEA initiatives that would support the LCAP. These initiatives were used to develop specific time-bound activities that would support the intent of the LCAP's goals and actions and have been monitored and reviewed regularly at bi-monthly Leadership meetings. In March of 2024, the Leadership team met again to discuss progress on the initiatives, review state and local student performance indicators and provide input on the development of the 2024-25 LCAP.
Other School Personnel	ECA has one administrative assistant who is directly involved in all aspects of the program. Direct engagement in the development of the LCAP has been facilitated in the following ways - Weekly program meetings with site administration to identify, discuss, and review areas of need, policy/procedural updates, budgeting, materials and supplies, and facility needs. Bi-monthly staff meetings LCAP Educational Partners survey conducted in April of 2024
Parents	As a homeschool program, parent involvement and feedback are critical to the program's continued success. Parents are provided multiple opportunities on an ongoing basis to participate and advise in the school's continual growth process. Serving in a School Site Council (SSC) capacity, ECA also has an elected parent advisory group, the Parent Leadership Team (PLT) The PLT meets on a semi-monthly schedule to provide feedback and input regarding school programming. Parent engagement and program recommendations take place through the following activities -

	Parent surveys - Done a minimum of 1x annually and the annual LCAP Educational Partners conducted in April of 2024 Parent Leadership Team Monthly home visits with the consulting teacher Parent orientation in the fall Parent trainings held a minimum of 2x yearly Annual Back to School and Open House events
Students	Student engagement and involvement was facilitated through - Student LCAP survey administered Late April 2024 Student suggestions and feedback to consulting teacher or administration
All Educational Partners	In conjunction with Escalon Unified School District, Escalon Charter Academy cosponsored a series of community-wide town hall LCAP meetings. Meeting participation ranged in size depending on the school site and included a sampling from all educational partners including community members, students, teachers, certificated staff, and administrators. These meetings allowed all participants the opportunity to provide input and feedback on the annual update and additional input as it related to the district and ECA's three LCAP goals, their respective priority areas, and areas of focus/concern. The Annual LCAP Educational Partner Survey: 2024 was administered beginning March XX through March XX to all Educational Partners, including Escalon Charter Academy parents and staff. The survey was utilized to solicit feedback relating the current LCAP, actions, and any additional concerns or needs. This resulting data from the surveys and town hall meetings was compiled and analyzed for trends and patterns including specific reference to the 8 State Priorities and ECA's LCAP goals and current actions. All meetings were advertised through local media outlets, district and school-wide communication, and social media. The scheduled meeting dates as as follows: Escalon High School: March 5, 2024

	El Portal Middle School: March 13, 2024 Dent Elementary: March 14, 2024 Gateway Charter Academy: March 19, 2024 (Gateway Charter Academy is part of Escalon Charter Academy and also serves as its own LEA) Vista High School: March 21, 2024 Van Allen Elementary: March 21, 2024 Farmington Elementary: March 25, 2024 Collegeville Elementary: March 26, 2024 To provide access to non-English speakers, translators were available to support the needs of Spanish-speaking parents at all meetings.
EUSD Governing Board	As the charter authorizing agency and Governing Board for Escalon Charter Academy, the EUSD Governing Board also participated in the development of the ECA LCAP. The annual LCAP Mid-year report was presented to the board on February 6, 2024. Members of the Board were given the opportunity to ask questions and provide input during the presentation. Board input, specifically related to the LCAP, was solicited during their Board Retreat held on February 15, 2024. The Draft of the ECA LCAP was made available on June 10, at the school site and at the District Office for feedback. The Board held a public hearing for the ECA's LCAP and budget at a regularly scheduled board meeting on June 18, 2024. ECA's LCAP and budget were formally adopted at a regularly scheduled board meeting on June 20, 2024.

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

Given the nature of the ECA homeschool program the concept of "School Community" is the backbone of our program. Working hand in hand with parents in one of the most complex yet rewarding experiences, the education of your child, is why ECA's main focus is on building positive relationships with our families and focusing on their Child(ren)'s' growth and achievement. A critical piece of these relationships involves listening to our families and responding to their concerns and needs through evaluation of program options and revising or clarifying what we can and cannot to address these concerns and needs. In the development of the LCAP, we recognize that our educational partner engagement isn't limited to annual surveys, meetings, etc., but also includes the ongoing feedback and input we receive from our partners on a continual basis. In developing the new 3 year ECA LCAP our educational partner input can be directly linked to to the following goals and actions.

GOAL 1 - Escalon Charter Academy will provide the necessary support, resources, and staffing to make all students Career and College Ready by implementing a multi-tiered system of support that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.
>Actions 1.5, 1.2, 1.3, and 1.6

GOAL 2 - Escalon Charter Academy will implement a multi-tiered system of support that provides all students access to rigorous academic programs and develops the requisite skills to be Career and College Ready upon graduation.
> Actions 2.1 and 2.3

GOAL 3 - Escalon Charter Academy will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.
>Actions 3.1 AND 3.2

Key trends and patterns identified during Educational Partner participation -

Both staff and parent input overwhelmingly remarked about upgrading the ECA facilities. On the annual LCAP Educational Partners Survey 60% of the ECA parent responses strongly disagreed or disagreed that the school's facilities were up to date. On the staff side, 100% of ECA staff shared their dissatisfaction with the status of ECA facilities during staff meetings, informal discussions, and often on Monday morning when the staff discovered the damage our woodpecker friends inflicted over the past weekend. In addition to the condition of the facilities, staff, and parents have also shared concerns about the ease of access to the campus and lack of perimeter control.

While over 90% of the respondents on the mid-year parent survey felt satisfied (13%) or very satisfied (79%) with ECA's Enrichment classes, nearly a third of the respondents (32%) provided recommendations about improving the enrichment program. The common theme of these suggestions centered on improving offerings in the area of technology, and science.

While the main focus of professional development over the past few years has been the establishment of Professional Learning Communities, staff feedback in staff meetings, principal advisory meetings, and evaluation conferences has indicated a need for additional staff development focusing more on effective homeschooling strategies and practices including enrichment and support.

Staff and parent feedback from home visits, mid-year parent surveys, principal's advisory, and staff meetings have indicated a need for more strategic and timely intervention for struggling students.   Additionally, in response to these concerns, and an unexpected increase in requests for SSTs and assessments for special education eligibility, in the first half of the 2024 school year, during staff collaboration time, a systematic process for identifying students (and parents) needing additional Tier one support was developed this past year. However, the lack of staff experience and training in using progress monitoring tools and practices made it challenging to effectively identify, support, and progress monitor the students' areas of specific need.

Action - 1.5 - Facility Maintenance

While ECA's FIT report identifies ECA facilities as being in "Good" repair, this rating does not adequately describe their current state. Two classrooms were recently installed and are in like new condition, but 4 classrooms and the main office are located in portables that are over 25 years old. Combined with the age of the buildings and the campus's rural location the facility has been exposed to drainage issues, woodpeckers, pest infestations, and extensive dry rot. Their current condition is more aligned with educational partner feedback than it is with ECA's annual FIT report. To address this area, ECA, with the support of district administration, will undertake a major facilities upgrade project this summer including replacement of all siding, floor covers, and ceiling tiles in the main office and 4 of the classrooms. This upgrade will also include an upgrade to perimeter fencing and grounds to enhance campus safety, security, and visitor access.

Action - 1.2 - Access to Technological Supports and Literacy

32% of survey responses from the mid-year Parent survey support more opportunities indicated support for expanding ECA's site-based enrichment program with the common theme of providing more opportunities for STEM and Technology classes for students. This past year STEM and Technology units were successfully piloted during the enrichment program, and staff are also supportive of adding additional classes in this area. Additionally, ECA's enrollment increase necessitated hiring two additional consulting teachers increasing the total number of Consulting Teachers on the ECA teaching staff to 14. The increase in staffing has also necessitated a restructuring of the enrichment program schedule which will also provide a broader range of course offerings in the 5-12 grades and regularly scheduled times for student intervention and parent support sessions. STEM and technology options will also be increased in this new format. In particular, one staff member has developed a comprehensive plan for a Maker Space Lab including 3D printers, robotics, electronics, and similar materials. The range of learning opportunities this lab will provide will add another dimension to the ECA enrichment program.

Action - 1.6 - Targeted Professional Development

As ECA has grown over the years and added new staff, a common refrain new staff share is how different their new role is compared to their former traditional classroom setting. With 12-15 families and 22-25 students spanning various grades per caseload, the consulting teacher must be familiar with a range of curricula across different grade levels and content, as well as have a firm grasp of the various grade level learning expectations in each content area. And while the consulting teacher promotes and supports each student's learning, they must often provide similar support to the parent, or more formally, the student's "Teacher of Record". The "Teacher of Record" is not a credentialed teacher, and as such, does not typically have a specialized instructional skill set to draw upon when engaging with their student (child). Things like the layout and structure of a curriculum, awareness of learning styles (theirs and the students), assessment practices, and the like are not common understandings for them. To better support both the parents and students on their caseloads ECA will focus on targeted PD offerings that will increase their ability to more effectively support their students and parents on their caseloads.

Action - 1.3 - State and District Benchmark Assessments: Use & Literacy

Action - 2.1 - Student Achievement: Progress and Maintenance
Action - 2.3 - Access to Extended Learning Opportunities and Intervention

Additionally, related to actions 1.6 and 1.2 the identification and support of student academic needs was another common theme in the feedback provided by staff and parents alike. With the recently developed systematic approach to providing targeted and timely support to ECA's struggling students in place, the next step requires deepening staff understanding in the application of adopted progress monitoring measures (e.g. Aimsweb, DRA2) and appropriate instructional practices and materials to support identified areas of deficiency. In addressing this concern, additional professional development on the available tools and supports will be provided to all Consulting Teachers.

Action 3.1 - Stakeholder Outreach
Action 3.2 - Positive, Effective and Engaging Learning Environments

Parent responses from the mid-year Parent survey were asked to state their preferred means of staying connected with the school program. While most respondents took it in a communications context by indicating their preferred means of communicating with the school (text messaging and email), in the comments section several parents responded in a different context and emphasized maintaining "connection" with the school and greater school community.   The central theme in their responses was making and maintaining connections with parents and families as part of the greater school community. This theme was also brought up in the Parent Leadership Team's LCAP meeting when they shared the need to focus outreach on creating more opportunities for parents to connect and share with each other. An outcome of the Parent Leadership Team LCAP meeting was for the Team and the school to collaborate and facilitate more parent social-based activities. For example, on enrichment days many parents informally gather at the local park after class and socialize while their children play. The Parent Leadership Team suggested that rather than an informal, happenstance approach, the school could help them promote and formalize an "After Class Park Meet and Greet" type of event. For the school's part, ECA could provide support by integrating activities like a student recognition event or pizza lunch into these meet and greets. In this context, beginning in the fall of 2024 ECA will partner with our Parent Leadership Team and assist them in facilitating more parent community-building activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Escalon Charter Academy will provide the necessary support, resources, and staffing so all students are Career and College Ready upon graduation by implementing a multi-tiered system of support that includes a rigorous standards-based curriculum, a well-rounded educational experience, positive learning environments, and highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure ECA students are provided with the needed support and services to access an appropriate educational program to be Career and College Ready.

The actions within this goal are designed to provide our students with safe school facilities, provide access to highly qualified teachers, and the necessary instructional support and materials to promote mastery of the adopted academic standards. Furthermore, the actions within this goal support ongoing targeted professional development to support best instructional practices while allowing for differentiated supports consistent with individual student needs. We will monitor and evaluate the actions by collecting and reviewing data including instructional materials and technology inventory, staff participation in professional learning and facility maintenance reviews as well as solicit educational partner feedback throughout the year. The review will provide evidence of the impact of the actions on the identified needs of students, implementation of state-adopted academic and performance standards, and equal access and participation of the specific student groups (Socio-economically disadvantaged, English Learners, and Redesignated students) in courses of study and academic pathways aligned with each student's educational goals. The metrics that proceed below encompass the broad goal and actions described. Grouping the actions that target Conditions of Learning together will allow the ECA to measure it's ability to implement academic programs that support the CCSS while concurrently providing access to basic services and a broad course of study necessary to prepare ECA students to be Creer and College Ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A - Basic Services	Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching.	88.9% 2022-23 SARC			100%	
1B - Basic Services	Percentage of students who have sufficient access to standards aligned instructional materials	100% 2022-23 SARC			100%	
1C - Basic Services	Percentage of school facilities are maintained in 'Good' Repair	100 % 2022-23 Facility Inspection Tool, SARC			100%	
2A - Implementation of State Standards	Self Reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Tool			Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	

	Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability					
2B - Implementation of State Standards	Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 4 History/Social Science: 4 2023-24 Local Indicator Self Reflection Tool			Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5	
4A (ELA)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the	CAASPP: ELA All = 55.39% EL = N/A (n=4) SED = 53.13% SWD = N/A (n=5) 2023 State Assessment Results			CAASPP: ELA All = 65% EL = unknown SED = 65% SWD = unknown STAR Assessments: Reading	

	STAR Reading Assessments met or exceed standard	STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results			All = 85% EL = unknown SED = 85% SWD = unknown	
4A (Math)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments met or exceed standard	CAASPP:Mathematics All = 39.42% EL = N/A (n=4) SED = 31.25% SWD = N/A (n=5) 2023 State assessment Results STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results			CAASPP: Math All = 50% EL = unknown SED = 44% SWD = unknown STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	
4A (Science)	Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 30.18% EL = N/A (n=4) SED = 19.32% SWD = N/A (n=5) 2023 State Assessment Results			CAST: Science All = 40% EL = unknown SED = 40% SWD = unknown	
7A - Broad Course	All students are offered access to a broad course of study, as verified by class	Number of students who participate in Dual Enrollment Courses as			Number of students who participate in Enrichment	

of Study	schedules, student transcripts, dual enrollment participation and Enrichment class participation. Number of students who participate in Enrichment Courses as a percent of eligible students TK-12	a % of students grades 9-12 Number of students who participate in Enrichment Courses as a percent of eligible students TK-12 47% 2023 - Local Enrichment class attendance records			Courses as a percent of eligible students TK-12 47% or greater	
7A - Broad Course of Study	All students are offered access to a broad course of study, as verified by class schedules, student transcripts, dual enrollment participation and Enrichment class participation. Number of students who participate in Dual Enrollment Courses as a % of all students grades 9-12	Number of students who participate in Dual Enrollment Courses as a % of students grades 9-12 27% 2023 - SIS reports			Number of students who participate in Dual Enrollment Courses as a % of students grades 9-12 27% or greater	
7B - Broad Course of Study	The extent to which students have access to, and are enrolled in programs and services developed and provided to low income, English learner and foster youth students.	STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results			STAR Assessments: Reading All = 85% EL = unknown SED = 85% SWD = unknown	

	Percent of students identified as low income, English learner and foster youth scoring proficient proficient or above on STAR ELA and Math shall be consistent with all student percentile ranking of proficient or above in the same subject area.	STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results			STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	
7C - Broad Course of Study	The extent to which students have access to, and are enrolled in programs and services developed and provided to students with disabilities provided to students with disabilities. Percent of SWD students enrolled in programs and services specific to their identified need.	Percent of SWD students enrolled in programs and services specific to their identified need - 100% 2023-24 - SEIS Reports			Percent of SWD students enrolled in programs and services specific to their identified need - 100%	

Goal Analysis [2023-24]
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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Common Core State Standards (CCSS)	Provide access to the Common Core State Standards (CCSS) by providing appropriate curriculum, materials and supplies, contracted services and capital outlay to all students	$523,046.00	No
1.2	Access to Technological Supports and Literacy	Access to Technological Supports and Literacy: ECA will maintain its 1:1 program for continued access to student Chromebook devices and appropriate technology. This includes maintaining a device replacement cycle to ensure device compatibility, and access to other appropriate technology to support STEM related classes and activities. ECA will provide necessary online learning platforms and software to support all aspects of the ECA instructional program. ECA will also promote student Net Citizenship awareness with grade-appropriate training which covers topics like Net Etiquette, social media, and cybersafety. ECA will provide access to professional development and training on schoolwide-based technology platforms, specific technology as it relates to specific course objectives, and training and support on ECA's universal screening and progress monitoring applications.	$20,000.00	No

1.3	State and District Benchmark Assessments and Local Assessments and Progress Monitoring Applications: Training and Support	Provide staff training and support for local progress monitoring applications, district benchmarks and state assessments including AimeWeb, STAR and CAASPP.	$5,000.00	No
1.4	Employee Staffing and Maintenance	Consistent with student enrollment, ECA will maintain current ratios of staffing, and contracted services to provide access to a broad course of study and support student learning.	$2,769,569.00	No
1.5	Facility Maintenance	ECA will maintain or increase current levels of funding and resources, based on enrollment, to provide and maintain safe and engaging facilities	$118,824.00	No
1.6	Targeted Professional Development	ECA will provide all staff with appropriate access to professional development in the areas of effective homeschool practices, curriculum, adult learning and subject/grade level specific needs.	$10,000.00	No
1.7	Services and Materials - Supplemental	EUSD will maintain current levels of materials and contracted services to support student learning for all students, including ECA unduplicated students (English Learners, Economically disadvantaged and Foster/Homeless Youth) - Materials and services provided over the LCFF base and funded with supplemental funding.	$70,566.00	Yes
1.8	Employee Staffing and Maintenance - Supplemental	ECA will maintain or increase current levels of staffing, based on enrollment, to provide access to a broad course of study and support student learning for all students, including ECA unduplicated students (English Learners, Economically disadvantaged and Foster/Homeless Youth).	$117,720.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Escalon Charter Academy will implement a multi-tiered system of support that provides all students access to rigorous academic programs and develops the requisite skills to be Career and College Ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students are provided with the needed support and services required to access their educational program but ultimately to support them in preparing to be Career and College Ready.

The actions within this goal are designed to promote student academic achievement regardless of present levels or the need for additional support and services. This goal includes -

Implementation of a coordinated system of assessment and progress monitoring, coupled with ongoing data analysis and supported through a strategic multi-tiered system of supports as measured by state (CAASPP and CAST) and local assessments (Star Reading and Star Math) results;
student access to A-G approved courses
student access to Career and Technical Education
student access to Dual Enrollment courses
student access to Advanced Placement courses and specialized courses of study
appropriate English language development instruction

Measuring and Reporting Results

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

4A - Pupil Achievement (ELA)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Reading Assessments meet or exceed standard	CAASPP: ELA All = 55.39% EL = N/A (n=4) SED = 53.13% SWD = N/A (n=5) 2023 State Assessment Results STAR Assessments: Reading All = 76.27% EL = N/A (n=4) SED = 76.74% SWD = N/A (n=5) 2024 Spring Local Assessment Results			CAASPP: ELA All = 65% EL = unknown SED = 65% SWD = unknown STAR Assessments: Reading All = 85% EL = unknown SED = 85% SWD = unknown	
4A - Pupil Achievement (Math)	Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP) Percentage of students in grades 2-11 whose performance on the STAR Math Assessments meet or exceed standard	CAASPP:Mathematics All = 39.42% EL = N/A (n=4) SED = 31.25% SWD = N/A (n=5) 2023 State assessment Results STAR Assessments: Math All = 45% EL = N/A (n=4) SED = 39% SWD = N/A (n=5) 2024 Spring Local Assessment Results			CAASPP: Math All = 50% EL = unknown SED = 44% SWD = unknown STAR Assessments: Math All = 58% EL = unknown SED = 55% SWD = unknown	
4A - Pupil Achievement	Percentage of students who meet or exceed standards on Statewide Science Assessments (CAST)	CAST: Science All = 30.18% EL = N/A (n=4) SED = 19.32% SWD = N/A (n=5)			CAST: Science All = 40% EL = unknown SED = 40% SWD = unknown	

(Science)		2023 State Assessment Results				
4B - Pupil Achievement	Percentage of students who meet CSU/UC a-g college entrace requirements	20% (2 of 10)			30%	
4C - Pupil Achievement	Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24			TBD	
4D - Pupil Achievement	Percentage of pupils who have successfully completed both types of courses described in B & C	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24			TBD	
4E - Pupil Achievement	Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24			TBD	
4F - Pupil Achievement	Percentage of English Learners who meet EUSD standards to be redesignated as Fluent English Proficient.	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24			TBD	

4G - Pupil Achievement	Percentage of pupils who pass an AP exam (3+)	0% Local SIS 2023-24			TBD	
4H - Pupil Achievement	Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	No Performance Indicator - Less than 11 students CA School Dashboard, 2023-24			TBD	
6A	Percentage of students who are suspended at least once during the academic year	.6% were suspended at least once in the 2023-24 sacademic year.			Less than 2%	
6B	Percentage of students who are expelled from the district during the academic year	0.0%			Less than .5%	
8A - Other Pupil Outcomes - Local	Percentage of graduating seniors participating in a Dual Enrollment class during high school.	All Students - 60% (6 0f 10) graduates took at least one Dual Enrollment course during high school. Local SIS 2023-24			Maintain 50% or greater	

Goal Analysis [2023-24]
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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Achievement: Analysis of Student Progress and Performance	ECA will utilize a coordinated system of assessment and progress monitoring that includes local assessments as well as state formative and summative assessments. Ongoing data analysis through Professional Learning Communities to monitor student performance, support placement and intervention, and assist in forming instruction requires valid assessment protocols and platforms and intentional systems of data analysis. Support for PLCs, and assessment and progress monitoring applications (e.g. STAR, Aimsweb) to analyze student performance and growth will be provided to all teachers to support and guide instructional decisions and improve student performance and growth.	$3,000.00	No
2.2	Career and Technical Education Exploration	ECA will increase access to career and college readiness, by integrating career awareness and exploratory activities in grades Kinder through 8th grade. At the high school level, ECA will develop 4 year student plans with each student, support career awareness through promotion of the ASVAB, Career Fairs, College Days, and similar activities. ECA will monitor enrollment in CTE courses and specialized courses of study (e.g. Barn Management); enrollment in A-G classes and participation in Dual Enrollment classes to better understand student needs and interests.	$15,933.00	No

2.3	Access to Extended Learning Opportunities and Intervention	ECA will provide access to extended learning opportunities, and access to targeted intervention to support students' access to grade level CCSS. At the secondary level opportunities for credit recovery will be offered to support the completion of graduation requirements as well as increase access to a-g classes and CTE courses.	$25,000.00	No
2.4	Multi-Tiered System of Support Maintenance	ECA will continue implementing a Multi-Tiered System of Supports to meet the needs of the whole child, including academic, social emotional and behavioral. Additional supports will be used to provide small group and individual targeted instruction as determined by student needs; including salaries for Ed Specialists and School Psychologists.	$134,984.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Escalon Charter Academy will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A - Parental Involvement	Self reflection rating on Parent and Family Engagement: Building Relationships - Question #4 Building Relationships for Student Outcomes - Question #7 Seeking Input for Decision Making Question #11	Question #4 - Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Ranking - 5 -Full Implementation and Sustainability			Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	

(Local Indicator, Priority 3 Reflection Tool) Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 -Full Implementation and Sustainability	Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 -Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Ranking - 5 -Full Implementation and Sustainability 2023-24 Local Indicator, Self-Reflection Tool, Priority 3			Ranking - 5 -Full Implementation and Sustainability Question#7 - progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Ranking - 5 -Full Implementation and Sustainability Question #11 - Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	

					Ranking - 5 -Full Implementation and Sustainability	
5A - Pupil Engagement	Percentage of pupils attending school daily on average	98.2% 2023-24 Attendance Report, SIS			Greater than 97%	
5B - Pupil Engagement	Percentage of students K-12 identified chronically absent students who are absent from school 10% or more for the total number of days that they are enrolled in school	3.5% 2023-24 CA School Dashboard			Less than 5%	
5C - Pupil Engagement	Middle School dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school	0% 2023-24 Local SIS			Less than 1%	
5D - Pupil Engagement	High school dropout rate - percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school	0% 2023-24 Local SIS			Less than 1%	
5E - Pupil Engagement	High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	100% 2023-24 Local SIS			Less than 1%	
6A - School Climate	Percentage of students who are suspended at least once during the academic year	.6% 2019-20 DataQuest			Less than 1%	

6B - School Climate	Percentage of students who are expelled from the district during the academic year	0% 2022-23 DataQuest			Less than 1%	
6C - School Climate	Percentage of students, parents and teachers who feel the school is safe based on survey results Precentage of students, parents and teachers who feel connected to school based on survey results	Feel School is Safe Students 79.5% Parents 100% Teachers 88.5% Feels Connected to School Students 81% Parents 100% Teachers 76.9% 2023-2024 Local Surveys			Feel School is Safe Students - Greater than 95% Parents - Greater than 95% Teachers - Greater than 95% Feels Connected to School Students - Greater than 95% Parents - Greater than 95% Teachers - Greater than 95%	

Goal Analysis [2023-24]
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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Stakeholder Outreach	ECA will continue to provide meaningful outreach to all stakeholders to seek input on decision-making, using various communication means, including phone calls, emails, text-messages, use of District and School Websites, and social media outlets including, Facebook and Instagram ito promote safe and welcoming school environments that promote positive school culture.	$4,394.00	No
3.2	Positive, Effective and Engaging Learning Environments	To support Positive, Effective, and Engaging Learning Environments and maintain student engagement, ECA will support school connectedness, by offering innovative and engaging Enrichment courses, developing hands-on learning labs (e.g. school gardens, maker space, PE facilities), promoting effective school/home relationships and support engaging homeschool learning environments. ECA will continue to provide extra-curricular learning activities, field trips, site events, and parent training to support meaningful learning environments.	$40,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$188,286.00	$0.00

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
5.159%	0.000%	$$0.00	5.159%

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 #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Services and Materials - Supplemental **Need:** As part of the regular program ECA provides all students with appropriate curriculum and instructional materials. However, in looking overall student performance data, not all	Consistent benchmarking, allows for timely diagnosis and identification of students with academic needs or deficiencies. Providing targeted academic supports coupled with ongoing progress monitoring ensures student needs are being effectively addressed. While unduplicated students historically perform lower than their school wide peers, low academic performance is	STAR ELA and Math Benchmark scores (Fall, Winter and Spring)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are meeting grade level standards and require additional, or supplemental, materials and supports. Of note, when reviewing the California dashboard for 22-23 ECA students identified as SED (the largest unduplicated group) outperformed all other student groups with the exception of Hispanic students in ELA and scored comparably with all student groups in Math. To provide continued support for unduplicated students, as well as all students, this action will provide the tools to identify specific student academic needs, and provide targeted instructional supports and materials to support these needs. **Scope:** LEA-wide	not limited to this population subset. Providing these services and materials on an LEA wide basis ensures that all students, including unduplicated students, are effectively monitored, identified and supported consistent with individual needs and deficiencies.	
1.8	**Action:** Employee Staffing and Maintenance - Supplemental **Need:** When reviewing the California dashboard for 22-23 ECA students identified as SED (the largest unduplicated group) outperformed all other student groups with the exception of Hispanic students in ELA and scored comparably with all student groups in Math. In this sense it is apparent that all students would benefit for supplemental supports and services. This action will provide funding for Consulting Teacher salaries since it is through their support and work with the families and	As a homeschool program ECA's Consulting Teacher caseloads are assigned by families and not individual students. Additionally, ECA's unduplicated count is currently 26% with nearly all unduplicated identifying as SED. As such, ECA staff has no means to identify which students qualify as SED and assign them a specific Consulting Teacher supported with supplemental funding. This action will provide supplemental funding for all ECA Consulting Teacher salaries on a percentage basis as a means to support unduplicated, as well as all student groups assigned to their caseloads.	CAASPP scores; STAR Reading and Math benchmark results (Fall, Winter and Spring)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students on their caseloads that are student perform as well as they do. **Scope:** LEA-wide		

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Gateway Charter Academy does not receive concentration funds.

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		

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 certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,649,483.00	188,286.00	5.159%	0.000%	5.159%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,800,536.00	$57,500.00			$3,858,036.00	$2,993,777.00	$864,259.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Access to Common Core State Standards (CCSS)	All	No					$0.00	$523,046.00	$488,046.00	$35,000.00			$523,046.00
1	1.2	Access to Technological Supports and Literacy	All	No					$0.00	$20,000.00	$20,000.00				$20,000.00
1	1.3	State and District Benchmark Assessments and Local Assessments and Progress Monitoring Applications: Training and Support	All	No					$0.00	$5,000.00	$5,000.00				$5,000.00
1	1.4	Employee Staffing and Maintenance	All	No					$2,769,569.00	$0.00	$2,769,569.00				$2,769,569.00
1	1.5	Facility Maintenance	All	No					$83,055.00	$35,769.00	$118,824.00				$118,824.00
1	1.6	Targeted Professional Development	All	No					$0.00	$10,000.00	$10,000.00				$10,000.00
1	1.7	Services and Materials - Supplemental	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program TK-12		$0.00	$70,566.00	$70,566.00				$70,566.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.8	Employee Staffing and Maintenance - Supplemental	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program; Dent Elementary - Resource		$117,720.00	$0.00	$117,720.00				$117,720.00
2	2.1	Student Achievement: Analysis of Student Progress and Performance	All	No					$0.00	$3,000.00	$3,000.00				$3,000.00
2	2.2	Career and Technical Education Exploration	All	No					$13,433.00	$2,500.00	$13,433.00	$2,500.00			$15,933.00
2	2.3	Access to Extended Learning Opportunities and Intervention	All	No					$0.00	$25,000.00	$15,000.00	$10,000.00			$25,000.00
2	2.4	Multi-Tiered System of Support Maintenance	All	No					$10,000.00	$124,984.00	$134,984.00				$134,984.00
3	3.1	Stakeholder Outreach	All	No					$0.00	$4,394.00	$4,394.00				$4,394.00
3	3.2	Positive, Effective and Engaging Learning Environments	All	No					$0.00	$40,000.00	$30,000.00	$10,000.00			$40,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$3,649,483.00	188,286.00	5.159%	0.000%	5.159%	$188,286.00	0.000%	5.159 %	**Total:**	$188,286.00
								LEA-wide Total:	$188,286.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.7	Services and Materials - Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program TK-12	$70,566.00	
1	1.8	Employee Staffing and Maintenance - Supplemental	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Gateway Academy - Homeschool program; Dent Elementary - Resource	$117,720.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$32,554,776.00	$34,339,342.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.				
1	**1.1**	Access to Common Core State Standards (CCSS)	No	$511,345.00	$245,008.81
1	**1.2**	Access to Technological Supports and Literacy	No	$354,050.00	$446,247.39
1	**1.3**	State and District Benchmark Assessments: Use & Literacy	No	$75,736.00	$108,543.00
1	**1.4**	Employee Staffing and Maintenance	No	$20,865,688.00	$21,821,277.56
1	**1.5**	Maintenance of Tier II and Tier III Staff and Supports	Yes	$3,468,812.00	$3,556,758.21
1	**1.6**	Facility Maintenance and Student Transportation	No	$4,647,450.00	$4,524,549.54
1	**1.7**	Targeted Professional Development	No	$154,161.00	$168,454.97
1	**1.8**	Access to CCSS Instructional Materials	No	$100,000.00	$339,205.98
1	**1.9**	Additional Supplemental Services and Materials	Yes	$349,948.00	$594,243.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Student Achievement: Progress and Maintenance	No	0.00	0.00
2	2.2	Access to Designated/Integrated English Development	Yes	$612,812.00	$662,954.02
2	2.3	Career and Technical Education Exploration	No	$442,750.00	$675,330.44
2	2.4	Access to Extended Learning Opportunities and Intervention	No	$810,105.00	$1,030,926.19
2	2.5	Multi-Tiered System of Support Maintenance	Yes	$106,619.00	$113,179.00
3	3.1	Stakeholder Outreach	No	$45,300.00	$44,168.01
3	3.2	Positive, Effective and Engaging Learning Environments	No	$10,000.00	$8,496.68

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,044,966.00	$2,834,813.00	$3,044,966.00	($210,153.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	Maintenance of Tier II and Tier III Staff and Supports	Yes	$1,815,301.00	$1,726,589.57		
1	1.9	Additional Supplemental Services and Materials	Yes	$349,948.00	$594,243.00		
2	2.2	Access to Designated/Integrated English Development	Yes	$562,945.00	$610,954.02		
2	2.5	Multi-Tiered System of Support Maintenance	Yes	$106,619.00	$113,179.41		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,147,646.00	$3,044,966.00	0.00	10.447%	$3,044,966.00	0.000%	10.447%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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:

   o 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]).

   o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

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

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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- 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.

  o 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.

  o 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.

  o 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.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- o 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.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023