



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison-Bethune Charter Academy

CDS Code: 10-10108-6085112

School Year: 2026-27

LEA contact information:

Rodolfo Garcia

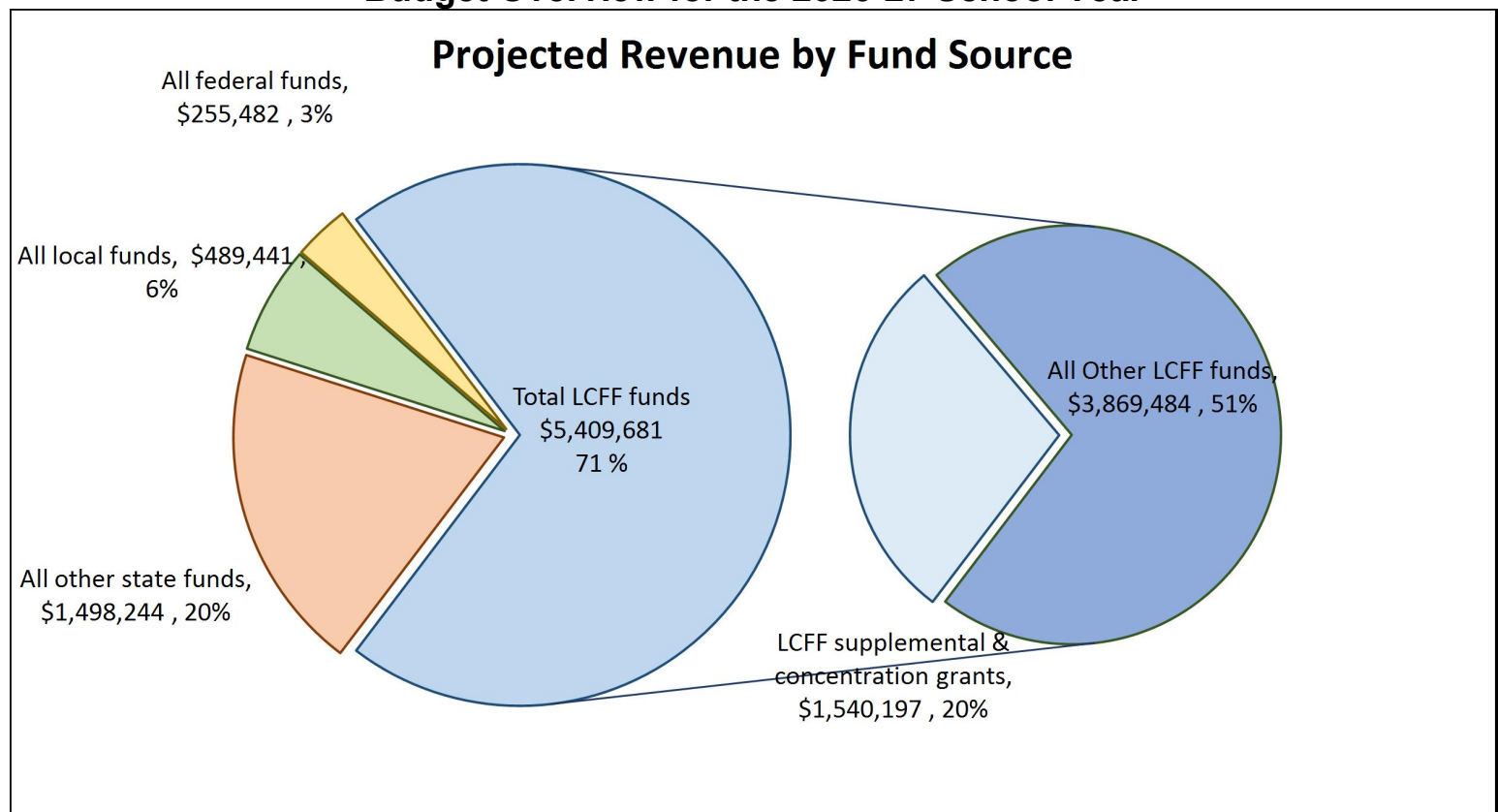
Superintendent/Principal

r.garc@myebca.com

(559) 457-2530

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

Budget Overview for the 2026-27 School Year

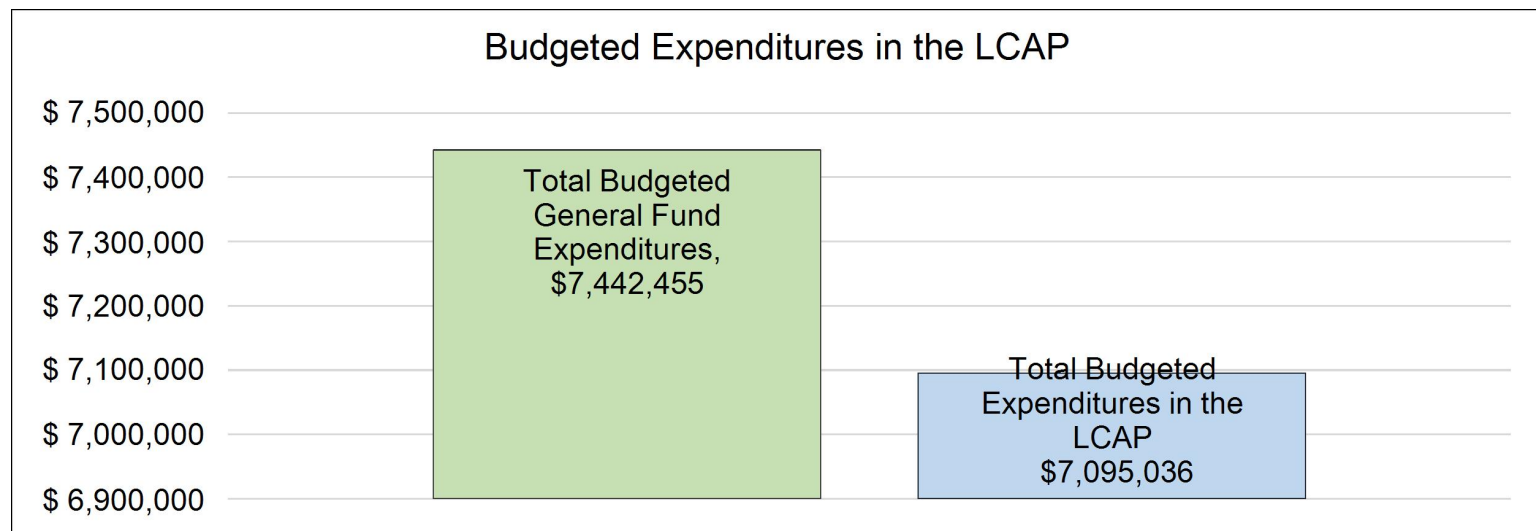


This chart shows the total general purpose revenue Edison-Bethune Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edison-Bethune Charter Academy is \$7,652,848, of which \$5,409,681 is Local Control Funding Formula (LCFF), \$1,498,244 is other state funds, \$489,441 is local funds, and \$255,482 is federal funds. Of the \$5,409,681 in LCFF Funds, \$1,540,197 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Edison-Bethune Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Edison-Bethune Charter Academy plans to spend \$7,442,455.00 for the 2026-27 school year. Of that amount, \$7,095,035.79 is tied to actions/services in the LCAP and \$347,419.20 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

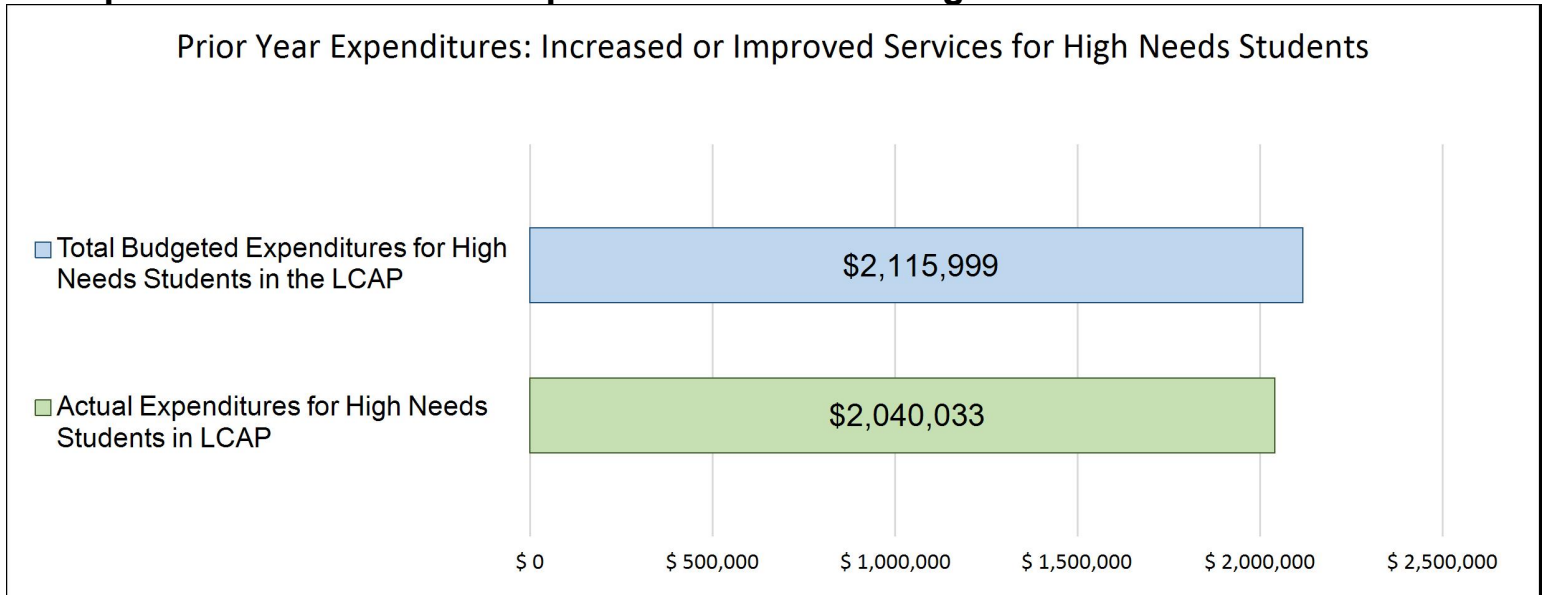
Contracted Services and Supplies for Special Education and Expanded Learning Program.

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

In 2026-27, Edison-Bethune Charter Academy is projecting it will receive \$1,540,197 based on the enrollment of Foster Youth, English learner, and low-income students. Edison-Bethune Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Edison-Bethune Charter Academy plans to spend \$2,102,223.50 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Edison-Bethune 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 Edison-Bethune 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 2025-26, Edison-Bethune Charter Academy's LCAP budgeted \$2,115,999 for planned actions to increase or improve services for high needs students. Edison-Bethune Charter Academy actually spent \$2,040,033 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$75,966 had the following impact on Edison-Bethune Charter Academy's ability to increase or improve services for high needs students:

S&C funds were not spent as budgeted due to declining enrollment, which reduced the need for planned expenditures and resulted in lower actual spending than anticipated.



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
Edison-Bethune Charter Academy	Rodolfo Garcia Superintendent/Principal	r.garc@myebca.com (559) 457-2530

Plan Summary [2026-27]

General Information

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

Edison Bethune Charter Academy (EBCA) is located in Southwest Fresno and serves approximately 368 students in grades TK-6.

The student population is 69% Hispanic, 24% African American, 4% Asian, and 3% other. Approximately 94% of students are identified as socioeconomically disadvantaged, 20% are English Learners, 9% receive special education services, and less than 1% are identified as foster youth.

EBCA is situated in a community that values education and strong school-family partnerships. Over the past few years, the school has experienced a slight decline in enrollment, which may be attributed to changes in housing availability and families relocating outside of the immediate area.

The community of Southwest Fresno embraces our motto, “Each One, Teach One; Each One, Reach One...” by Mary McLeod Bethune, and is proud of the success our school has made since we became a Charter in 1999. EBCA’s vision is: “We, the learning community of Edison Bethune Charter Academy, believe all children can learn. By receiving a world class education, all students will be academically prepared to compete globally” and our Mission of: “Edison Bethune Charter Academy’s mission is to provide all students with a rigorous standards - based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child.”

Reflections: Annual Performance

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

Strengths & Progress

EBCA demonstrated overall growth across multiple Dashboard indicators. In English Language Arts (ELA), the school increased by 7.1 points, and in Mathematics, scores increased by 11.8 points, indicating positive progress in academic achievement. Additionally, 67.3% of students improved in ELA and 74% improved in Mathematics, with math growth identified as accelerated.

English Learner Progress is a significant strength, with 56.6% of students making progress toward English proficiency, increasing by 18.4% and placing the school in the Blue performance level. This reflects strong implementation of language development supports.

In student engagement and school climate, Chronic Absenteeism decreased by 8.0 points, and the Suspension Rate declined to 1.5%, placing EBCA in the Green performance level. These improvements suggest progress in attendance supports and behavior systems.

Based on the 2023 California School Dashboard, our African American student group was in the red level and were 75.2 points below standard in ELA with a decline of 4.8 points from the 2022 CA Dashboard. This was the only group in the red performance level in all categories. Subsequent Dashboard data indicates improvement, with this student group no longer in the red performance level in more recent years.

Areas for Improvement

In English Learners in ELA, English Learners remain in the red status at 79.3 points below standard despite overall schoolwide gains, indicating a continued and significant need for targeted academic support. While English Learner Progress improved to 56.6% making progress toward English proficiency, English Learners continue to perform well below standard in ELA. This gap highlights the need to strengthen instructional strategies that integrate both language development and grade-level content.

EBCA's Mathematics performance improved by 11.8 points; however, the school remains 45.9 points below standard overall. While no student group is currently in the red performance level, students are still performing below standard across groups. This indicates a continued need to strengthen math instruction, increase student engagement, and provide targeted interventions to support student achievement.

Next Steps

EBCA will continue to strengthen core instruction in reading and mathematics through targeted small group support, differentiated instruction, and ongoing use of assessment data to guide instruction. Additional focus will be placed on improving outcomes for English Learners through integrated and designated ELD support.

EBCA will also continue to implement strategies to improve attendance and maintain low suspension rates, including attendance incentives, positive behavior supports, and family engagement efforts. EBCA will monitor student group performance closely to ensure continued growth and equitable outcomes for all students.

Learning Recovery Emergency Block Grant (LREBG)

EBCA does not have unexpended LREBG funds from the initial allocation; however, EBCA received an additional allocation for the 2026-27 school year only, which will be utilized to support continued academic recovery efforts.

LREBG funded actions may be found in Goal 1, Action 6.

EBCA's needs assessment substantiated findings that there is a continued need to address low academic performance in English Language Arts and Mathematics, particularly for English Learners and Low-Income students. Based on this, Goal 1, Action 6 directly addresses the identified need by supporting teacher salaries to maintain reduced class sizes, allowing for more individualized instruction, targeted small group support, and differentiated instruction. These actions align with the allowable uses of funds in the areas of improving academic instruction and providing supports to address learning loss.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Teachers Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Principal	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Principal Nature/Title of the meeting: Educational Partner Feedback from Principal - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Administrators	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Administrators Nature/Title of the meeting: Educational Partner Feedback from Administrators - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Other School Personnel	We presented the draft to our classified staff.

Educational Partner(s)	Process for Engagement
	Date and Time: 4/27/2026 at 9:00am Educational Partners: Other School Personnel Nature/Title of the meeting: Educational Partner Feedback from Other School Personnel - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Certificated Bargaining Unit (EBCA does not have a Classified Bargaining Unit)	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Collective Bargaining Unit - Teachers only Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27 A draft of the LCAP was given to the Fresno Teachers Association Representative via email on 4/29/2026.
Parents	We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/08/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: Parents Nature/Title of the meeting: Educational Partner Feedback from Parents - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Submission to Applicable Committees (PAC)	We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/08/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: PAC Nature/Title of the meeting: Educational Partner Feedback from PAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27

Educational Partner(s)	Process for Engagement
	The draft LCAP was provided to the PAC for review and input. No written comments were received from the PAC; therefore, no written response from the Superintendent/Principal was required.
Submission to Applicable Committees (DELAC)	We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/08/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: DELAC Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27 The draft LCAP was provided to the DELAC for review and input. No written comments were received from the DELAC; therefore, no written response from the Superintendent/Principal was required.
Students	Date and Time: 4/15/2026 and 4/16/2026 Educational Partners: Students (5th and 6th Grade) Nature/Title of the Meeting: Student Input - LCAP Survey (Kelvin Education) Topics Discussed: Students completed a survey to provide input on school climate, academic support (reading and math), student engagement, and overall school experience. Feedback focused on areas such as feeling supported by teachers, access to help, safety, and sense of belonging. Student input was used to help inform LCAP priorities related to academic achievement and school climate.
Charter SELPA Consultation	We emailed the draft to the Charter SELPA requesting feedback Date and Time email was sent: 4/29/2026 Educational Partners: Charter SELPA Nature/Title of the email: Educational Partner Feedback from Charter SELPA - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Public Comment	We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was

Educational Partner(s)	Process for Engagement
	sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/08/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: DELAC Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Public Hearing	We presented the draft to the public in a public hearing at the Board Meeting Date and Time: Board Meeting on 5/28/2026 at approx. 5:45pm Educational Partners: Parents & Community Nature/Title of the meeting: Educational Partner Feedback from Parents and Community - LCAP draft Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Adoption by the governing board	We presented the final version for the LCAP for 2024-27 and Annual Update for 2026-27 to the Board Date and Time: Board Meeting on 6/18/2026 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2024-27 LCAP and Annual Update for 2025-26 Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Budget Adoption and Local Indicator Report to governing board	We presented the 2026-27 Budget and Local Indicators to the Board Date and Time: Board Meeting on 6/18/2025 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2026-27 Budget and Local Indicator Report Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Mid-Year Update to the Governing Board	The LCAP Mid-Year Update was presented to the Governing Board at a regularly scheduled public board meeting. Date and Time: Board Meeting on 02/26/2026 at approx. 5:45 PM Educational Partners: Governing Board Nature/Title of the meeting: LCAP Mid-Year Update Presentation

Educational Partner(s)	Process for Engagement
	Topics Discussed: Reviewed mid-year implementation of LCAP actions, available mid-year outcome data, and current expenditure information for the 2025-26 LCAP year.

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

Closing the achievement gap and improving student engagement were key priorities identified through feedback from students, families, and staff. Student survey results indicated that while many students feel supported academically, there is a need to improve engagement, sense of belonging, and overall enjoyment of school. In response to this feedback, EBCA prioritized Goal 1 actions, including continued investment in 1:1 technology (Action 1.5), professional development to strengthen instructional practices (Action 1.2), and expanded small group instruction and targeted academic support.

Educational partner feedback also emphasized the importance of school climate, including student safety, behavior expectations, and attendance. As a result, EBCA prioritized Goal 2 actions focused on student engagement and support systems. These include maintaining a full-time School Counselor and contracting with FCOE for School Psychologist services (Actions 2.1-2.2), as well as implementing attendance supports, direct family outreach, and attendance and behavior incentives (Actions 2.3-2.6).

Feedback from families and staff also highlighted the need for stronger communication and increased opportunities for involvement. In response, EBCA will continue to expand communication through ParentSquare, newsletters, and meetings, and provide additional opportunities for family engagement.

These decisions reflect EBCA’s commitment to using educational partner input to guide priorities, allocate resources, and implement actions that improve both academic outcomes and overall school climate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize achievement for all students and all subgroups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data at Edison Bethune Charter Academy (EBCA) shows a need to increase the academic achievement of all students, including Low Income, and English Learners. The action and metrics associated with this goal were chosen specifically to target and improve academic performance of all students, Low Income, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	86.5% Clear Data Year: 2021-22 Data Source: 2023 Dashboard	91.8% Clear Data Year: 2022-23 Data Source: 2024 Dashboard	89.8% Clear Data Year: 2023-24 Data Source: 2025 Dashboard	95% Clear	+3.3% Clear
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2023-24 Data Source: Local Indicators on Dashboard Fall 2024	100% Data Year: 2024-25 Data Source: Local Indicators on Dashboard Fall 2025	100% Data Yr: 2026-27 Data Source: Dashboard Fall 2027	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of standards for all students and enable ELs access to Common Core State Standards (CCSS) and English Language Development (ELD) standards	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024	Full Implementation Data Year: 2023-24 Data Source: Local Indicators on Dashboard Fall 2024	Full Implementation Data Year: 2024-25 Data Source: Local Indicators on Dashboard Fall 2025	Full Implementation & Sustainability Data Yr: 2026-27 Data Source: Dashboard Fall 2027	No difference
1.4	Smarter Balanced ELA Distance from Standard	All: -50 EL: -66.2 LI: -51.9 LI AA: -75.2 FY: Less than 11 students. SWD: -90.4 Data Year: 2022-23 Data Source: 2023 State Dashboard	All: -49.9 EL: -70.6 LI: -51.8 LI AA: -65.9 FY: Less than 11 students. SWD: -99 Data Year: 2023-24 Data Source: 2024 State Dashboard	All: -42.7 EL: -79.3 LI: -45.9 LI AA: -63.5 FY: Less than 11 students. SWD: -107.4 Data Year: 2024-25 Data Source: 2025 State Dashboard	All: -30 EL: -46 LI: -31 LI AA: -55.2 FY: Less than 11 students SWD: -70 Data Yr: 2025-26 Data Source: Dataquest	All: Improved 7.3 EL: Declined 13.1 LI: Improved 6 LI AA: Improved 11.7 FY: Less than 11 students SWD: Declined 17
1.5	Smarter Balanced Math Distance from Standard	All: -52 EL: -65.6 LI: - 53.8 LI AA: -74.8 FY: Less than 11 students. SWD: -94.2 Data Year: 2022-23 Data Source: 2023 State Dashboard	All: -57.8 EL: -67.2 LI: -59.8 LI AA: -77.9 FY: Less than 11 students. SWD: -106.3 Data Year: 2023-24 Data Source: 2024 State Dashboard	All: -45.9 EL: -60.8 LI: -48.6 LI AA: -69 FY: Less than 11 students. SWD: -115.8 Data Year: 2024-25 Data Source: 2025 State Dashboard	All: -32 EL: -45 LI: -33 LI AA: -50 FY: Less than 11 students SWD: -74 Data Year: 2025-26 Data Source: 2026 State Dashboard	All: Improved 6.1 EL: Improved 4.8 LI: Improved 5.2 LI AA: Improved 5.8 FY: Less than 11 students SWD: Declined 21.6
1.6	SBAC ELA: Percentage of students assessed meeting or exceeding standard.	All: 31.03% EL: 14.29% LI: 30.74% LI AA: 22.06%	All: 28.75% EL: 8.0% LI: 28.33% LI AA: 16.92%	All: 32.21% EL: 10.26% LI: 31.34% LI AA: 16.92%	All: 40.0% EL: 23.0% LI: 39.0% LI AA: 31%	All: 1.18% EL: -4.03% LI: 0.60% LI AA: -5.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: Less than 11 students. SWD: 20% Data Year: 2022-23 Data Source: CAASSP	FY: Less than 11 students. SWD: 3.85% Data Year: 2023-24 Data Source: CAASSP	FY: Less than 11 students. SWD: 15.15% Data Year: 2024-25 Data Source: CAASSP	FY: Less than 11 students SWD: 29% Data Yr: 2025-26 Data Source: CAASSP	FY: Less than 11 students. SWD: -4.85%
1.7	SBAC Math: Percentage of students assessed meeting or exceeding standard.	All: 23.37% EL: 14.28% LI: 23.36% FY: Less than 11 students. SWD: 12% Data Year: 2022-23 Data Source: CAASSP	All: 26.14% EL: 9.8% LI: 25.22% LI AA: 21.54% FY: Less than 11 students. SWD: 15.38% Data Year: 2023-24 Data Source: CAASSP	All: 31.10% EL: 15.38% LI: 30.69% LI AA: 21.54% FY: Less than 11 students. SWD: 12.12% Data Year: 2024-25 Data Source: CAASSP	All: 33.0% EL: 24.0% LI: 33.0% LI AA: 26% FY: Less than 11 students SWD: 22% Data Yr: 2025-26 Data Source: CAASSP	All: +7.73% EL: 1.1% LI: +7.33% FY: Less than 11 students. SWD: +0.12%
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 8.11% EL: 0% LI: 8.95% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2022-23 Data Source: CAASSP	All: 9.44% EL: 0% LI: 7.69% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2023-24 Data Source: CAASSP	All: 10.52% EL: Less than 11 students. LI: 9.26% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2024-25 Data Source: CAASSP	All: 13% EL: 5% LI: 14% FY: Less than 11 students SWD: Less than 11 students Data Yr: 2025-26 Data Source: Dataquest	All: +1.33 EL: 0% LI: -1.26% FY: Less than 11 students SWD: Less than 11 students
1.9	ELPAC: Percentage of EL students making progress toward English Proficiency	58.2% Data Year: 2023 Data Source: ELPAC	38.2% Data Year: 2024 Data Source: 2024 State Dashboard	56.6% Data Year: 2025 Data Source: 2025 State Dashboard	65.0% Data Yr: 2026 Data Source: ELPAC	-1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Broad Course of Study	100% Access to a Broad Course of Study Data Source: CA Dashboard	100% Access to a Broad Course of Study Data Source: Local Indicators on Dashboard Fall 2024	100% Access to a Broad Course of Study Data Source: Local Indicators on Dashboard Fall 2025	100% Access to a Broad Course of Study Data Source: CA Dashboard	No difference
1.11	ELPAC: Percentage of students assessed meeting or exceeding standard.	ELPAC Level 4- 11.70% Level 3- 35.11% Level 2- 30.85% Level 1- 23.34% Data Year: 2023 Data Source: ELPAC	ELPAC Level 4- 13.41% Level 3- 29.27% Level 2- 32.93% Level 1- 24.39% Data Year: 2024 Data Source: ELPAC	ELPAC Level 4- 8.96% Level 3- 29.85% Level 2- 41.79% Level 1- 19.40% Data Year: 2025 Data Source: ELPAC	ELPAC Level 4- 16.0% Level 3- 37.0% Level 2- 27.0% Level 1- 20.0% Data Yr: 2026 Data Source: ELPAC	ELPAC Level 4- -2.74% Level 3- -5.26% Level 2- 10.94% Level 1- -3.94%
1.12	Reclassification Rate	All EL: 13.3 % Data Year: 22-23 Data Source CALPADS	All EL: 8.34 % Data Year: 23-24 Data Source CALPADS	All EL: 12.1 % Data Year: 24-25 Data Source CALPADS Report 2.16 / Report 1.1	All EL: 15% Data Year: 2025-26 Data Source CALPADS	-1.2%
1.13	iReady ELA Local Benchmarks (Grades K-6)	N/A	All: 32% Above or On Grade Level EL: 26% Above or On Grade Level LI: 32% Above or On Grade Level SWD: 18% Above or On Grade Level Data Year: 2024-25 Data Source: i-Ready Winter Diagnostic	All: 28% Above or On Grade Level EL: 10% Above or On Grade Level LI: 28% Above or On Grade Level SWD: 18% Above or On Grade Level Data Year: 2025-26 Data Source: i-Ready Winter Diagnostic	All: 33% Above or On Grade Level EL: 27% Above or On Grade Level LI: 33% Above or On Grade Level SWD: 20% Above or On Grade Level Data Year: 2026-2027 Data Source: i-Ready Winter Diagnostic	All: -4% EL: 0% LI: -4% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(New Metric Baseline)			
1.14	iReady Math Local Benchmarks (Grades K-6)	N/A	All: 19% Above or On Grade Level EL: 21% Above or On Grade Level LI: 19% Above or On Grade Level SWD: 7% Above or On Grade Level Data Year: 2024-25 Data Source: i-Ready Winter Diagnostic (New Metric Baseline)	All: 19% Above or On Grade Level EL: 13% Above or On Grade Level LI: 19% Above or On Grade Level SWD: 10% Above or On Grade Level Data Year: 2025-26 Data Source: i-Ready Winter Diagnostic	All: 22% Above or On Grade Level EL: 16% Above or On Grade Level LI: 22% Above or On Grade Level SWD: 13% Above or On Grade Level Data Year: 2026-2027 Data Source: i-Ready Winter Diagnostic	All: 0% EL: -8% LI: 0% SWD: +3%

Goal Analysis [2025-26]

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

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

Action 1.1 Retain and Hire Staff

Implementation Status: Full Implementation

The goal of EBCA was to retain and hire teachers for both core and elective courses, as well as to provide substitute teachers. These staff members were essential in delivering the academic support students needed to maximize their achievement. The plan was fully implemented, ensuring that students received the necessary academic support. There were no challenges encountered during the implementation.

Action 1.2 Supplemental Instructional Support

Implementation Status: Full Implementation

EBCA successfully implemented a comprehensive academic support plan targeting low-income, African American, and English learner students. This plan aimed to address academic disparities in English Language Arts (ELA) and Mathematics through targeted instruction, expanded access to technology, and strengthened teacher collaboration and leadership.

EBCA provided tutoring and academic support in ELA and Mathematics through instructional assistants, supplemental curriculum, and academic counseling led by credentialed teachers. These services were specifically designed to support students who were struggling academically and contributed to measurable improvements in academic performance, particularly for low-income, African American, and English learner students.

Instructional aides delivered classroom tutoring, small-group instruction, and individualized academic support to meet specific learning needs. This direct instructional support enhanced access to the core curriculum and led to improved performance on local assessments, including ELA, Math, and the English Language Proficiency Assessments for California (ELPAC).

To bridge the digital divide, EBCA provided low-income, African American, and English learner students with access to essential technological resources, including computers or tablets, supplemental digital curriculum, and support from a dedicated technology director. This initiative ensured that all students had the tools necessary to participate fully in digital learning environments and develop critical 21st-century skills.

Structured collaboration time was built into the school schedule during daily instruction in art, computer science, and physical education, all led by credentialed teachers. This schedule allowed core content teachers to collaborate by grade level, analyze formative and summative assessment data, and develop strategies to address learning gaps among underserved student groups.

Additionally, the art, computer science, and PE teachers provided targeted intervention in reading skills through pull-out small group instruction for students who required further academic support.

Action 1.3

English Language Acquisition and Support

Implementation Status: Full Implementation

EBCA fully implemented its planned actions to support academic progress for English Learner (EL) students through the provision of both designated and integrated English Language Development (ELD). These efforts were designed to support language acquisition and improve access to the core curriculum for EL students.

As part of this initiative, EBCA provided professional development for teachers to strengthen instructional practices in both designated and integrated ELD. In classrooms with a small number of EL students, designated ELD was delivered through small group instruction while the rest of the class engaged in independent review activities. In other grade levels, students were combined into a single classroom for designated ELD, which proved to be a more effective model.

Despite these efforts, a decline in EL performance on the state assessment was observed. This outcome highlighted the continued need for improved instructional strategies and more effective interventions to support EL students' language development and academic achievement. In response, EBCA maintained and will refine its current strategies with an increased focus on the following:

Provision of Supplemental ELD Materials and Supports: Additional instructional resources in reading, literacy, and technology were provided to support both English Learners and Redesignated Fluent English Proficient (RFEP) students experiencing academic difficulties. These materials were intended to accelerate language acquisition and support access to core academic content.

Targeted Professional Development: Teachers participated in professional learning sessions focused on the effective use of ELD materials, instructional differentiation for diverse learners, and integration of best practices. Ongoing coaching and support were provided to ensure successful implementation.

Enhanced Language Development Programs: Targeted programs were offered to support EL students in developing language proficiency and transitioning successfully into mainstream instruction. Supports included the use of bilingual instructional assistants, supplemental curriculum, and teacher-led language interventions.

Instructional Aide Support: Classroom instructional aides provided tutoring, small group instruction, and targeted academic support to address individual student needs. This ongoing support increased student access to grade-level curriculum and improved performance on local assessments, including ELA and ELPAC.

EBCA remained committed to supporting English Learners through strategic instructional practices, enhanced resources, and professional capacity-building to ensure improved academic outcomes and language proficiency growth.

Action 1.4

Increased Instructional Time and Standards-Aligned Curriculum

Implementation Status: Full Implementation

EBCA successfully implemented its planned action to support academic gains on state and local assessments by providing all students with more instructional time than required by state statute. This extended instructional time allowed educators to deliver rigorous and engaging curriculum that was both state and/or locally approved, aligning with the California State Standards and EBCA's Instructional Expectations. Additionally, EBCA ensured that all students had access to a broad course of study encompassing all core academic subjects. This comprehensive curriculum included computer science, art, and physical education, each taught by credentialed teachers specializing in those disciplines.

This action was implemented without any obstacles.

Action 1.5

Technology/Assessment Resources

Implementation Status: Full Implementation

EBCA successfully implemented its initiative to enhance instructional support for Low Income and English Learner (EL) students through the strategic integration of technology and formative assessment tools. As part of this action, EBCA purchased, updated, and maintained technology resources in all classrooms. These resources were utilized to deliver digital instruction and intervention during regular instructional hours, as well as during extended learning time, specifically targeted to the needs of Low Income and EL students.

To strengthen the monitoring of student academic progress, EBCA invested in formative assessment systems. Beginning in the 2024–25 academic year, I-Ready was added to the school's assessment suite to provide comprehensive reading diagnostics for students in Kindergarten through Grade 6. Students participated in these assessments at multiple points throughout the year.

The data derived from these systems informed instructional planning and enabled educators to provide targeted, data-driven instruction in English Language Arts, Mathematics, and English Language Development. This approach addressed individual learning needs and promoted academic growth. EBCA anticipated that these efforts would lead to improved student outcomes, as reflected in future performance on the Smarter Balanced Assessments (SBAC) and the English Language Proficiency Assessments for California (ELPAC). This action was fully implemented without any obstacles.

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.

Explanation of Material Differences between budgeted expenditures and estimated actual expenditures:

1.1: The variance is primarily due to unfilled positions that were included in the budget. As enrollment declined, we reassessed staffing needs and chose not to hire for certain budgeted positions. This resulted in lower actual expenditures compared to the budgeted amount.

1.4: Actuals expenditures were lower than budgeted because the school postponed its planned curriculum purchase to the 2026-27 school year.

1.5: Planned technology purchases deferred until enrollment improves.

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

Action 1.1: Retain and Hire Staff

Effectiveness Rating: Somewhat Effective

Based on the following metrics from CAASPP and ELPAC state assessments:

English Language Arts (ELA):

Overall, ELA scores remained consistent with the previous year, showing no significant change in schoolwide performance. However, there were notable variations among student subgroups:

- The African American student group demonstrated significant improvement, with an increase of 9.3 points.
- The Hispanic student group experienced a decline of 3.6 points.
- The English Learner (EL) group declined by 4.4 points.
- The Socioeconomically Disadvantaged (SED) group maintained performance at the same level as the previous year.

Mathematics:

Schoolwide performance in mathematics declined by 5.8 points. Student group performance is summarized as follows:

- The African American student group declined by 3.2 points.
- The Hispanic student group declined by 5.2 points.
- The English Learner group maintained their previous performance level.
- The Socioeconomically Disadvantaged group declined by 6.1 points.

English Learner Progress:

Progress for English Learners decreased significantly, with a 20% decline, indicating a need for targeted interventions and additional support.

Although overall academic progress did not meet expectations, the substantial growth observed among African American students in ELA is a positive outcome. The data highlights the urgent need to address achievement gaps among other student groups, particularly English Learners and Socioeconomically Disadvantaged students.

The action of retaining and hiring qualified staff was somewhat effective in addressing student achievement, as reflected in the gains seen within specific student groups. Continued investment in staff retention and recruitment is essential to ensure consistent instructional quality and improved student outcomes.

Action 1.2 Supplemental Instructional Support

Effectiveness Rating: Somewhat Effective

EBCA implemented a comprehensive support plan that included tutoring, supplemental curriculum, expanded technology access, structured teacher collaboration, and targeted small-group instruction. This specific action was somewhat effective, particularly in supporting gains among African American students in ELA. However, the lack of academic gains among EL, Hispanic, and SED students particularly in math and language development indicates that the current strategies require refinement and greater differentiation to meet diverse student needs.

Action 1.3 English Language Acquisition and Support

Effectiveness Rating: Somewhat Effective

To support academic gains for English Learner (EL) students, EBCA implemented designated and integrated English Language Development (ELD), provided professional development for teachers, and employed instructional aides to assist with tutoring and targeted instruction. These measures were intended to enhance language acquisition and increase access to the core curriculum.

Based on the data provided, the action was somewhat effective, with mixed results across student groups and content areas. In English Language Arts (ELA), overall schoolwide performance remained stable; however, EL students experienced a decline of 4.4 points, indicating limited effectiveness of the implemented strategies for this group. Notably, African American students showed significant improvement (+9.3 points), while Hispanic students declined (–3.6 points), and socioeconomically disadvantaged students maintained prior performance levels. Of particular concern is the 20% decrease in English Learner Progress, highlighting a need for more targeted and effective language development interventions. This decline suggests that while structures were in place, they did not sufficiently support measurable language growth for EL students.

Action 1.4 Increased Instructional Time and Standards-Aligned Curriculum

Effectiveness Rating: Somewhat Effective

EBCA implemented several actions to support student academic achievement, including providing instructional minutes beyond the state-required minimum, ensuring access to a broad course of study, and utilizing state-adopted curriculum aligned to California State Standards. This action was somewhat effective in improving state assessment scores, as reflected in the varied performance outcomes among student groups. The additional instructional time and access to a standards-aligned curriculum contributed to maintaining consistent English Language Arts (ELA) scores schoolwide, with no significant overall change. Notably, the African American student group demonstrated improvement in ELA, increasing by 9.3 points, suggesting that some subgroups benefited from the supports provided.

However, other student groups showed mixed results. Hispanic students declined by 3.6 points, and English Learner (EL) students declined by 4.4 points in ELA. The Socioeconomically Disadvantaged (SED) group maintained performance levels.

In mathematics, schoolwide performance declined by 5.8 points, with subgroup declines ranging from 3.2 to 6.1 points. However, EL students maintained their previous performance level, indicating that while gains were not achieved, the supports may have helped prevent further decline.

Despite these efforts, English Learner Progress decreased by 20%, signaling a critical need for more focused and effective interventions to support language development and academic growth for EL students.

In conclusion, while the extended instructional minutes and use of standards-aligned curriculum provided structural support and were somewhat effective in improving state assessment scores for certain subgroups, the impact was inconsistent. Continued refinement of instructional practices and targeted supports is essential to achieve equitable academic outcomes for all students.

Action 1.5 Technology/Assessment Resources

Effectiveness Rating: Somewhat Effective

EBCA implemented actions to support educational technology proficiency among low-income and English Learner (EL) student groups by purchasing and maintaining technology resources for each classroom. These resources were used to provide digital instruction and intervention, with the goal of improving access to modern assessments and curriculum aligned to state standards.

This action was somewhat effective in supporting the educational technology proficiency of these student groups. By equipping classrooms with necessary technology, EBCA ensured that low-income and EL students had increased access to digital learning tools and platforms, enabling them to engage with state-adopted instructional materials and participate in computer-based assessments.

While this investment contributed to maintaining schoolwide performance levels in English Language Arts (ELA) and supporting EL students in maintaining performance in mathematics, it did not lead to consistent academic gains across all targeted groups. Specifically:

EL students' ELA scores declined by 4.4 points, and their overall progress in English language development declined by 20%, indicating that access to technology alone was not sufficient to drive measurable improvements in language acquisition.

Low-income (SED) students maintained performance levels in ELA but experienced a decline of 6.1 points in mathematics, suggesting that additional instructional or support strategies may be needed alongside technology integration.

In summary, the provision of educational technology was somewhat effective in supporting foundational digital access and instructional delivery for low-income and EL students. However, the impact on academic outcomes was limited, underscoring the need to pair technology access with targeted instructional strategies, digital literacy support, and ongoing professional development to fully realize its benefits.

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

Metric 1.5: Updated to include Low-Income African American (LI AA) subgroup data to better align with California School Dashboard reporting. This addition allows for clearer monitoring of student group performance and supports more targeted decision-making.

Metric 1.13 and 1.14: Subgroups were revised to ensure consistency in data reporting and now include All Students, English Learners (EL), Low Income (LI), and Students with Disabilities (SWD). Baseline data was also updated to reflect these subgroup categories, allowing for more accurate tracking of student performance and subgroup trends over time. These changes were made to improve alignment, data clarity, and the ability to monitor targeted student outcomes based on prior reflections.

Action 1.2: The action was revised because EBCA no longer employs a Curriculum and Instruction Director. Instructional coaching, professional development, data analysis, and support for standards-based instruction continue to be provided through site leadership, administration, and instructional staff. The revision more accurately reflects EBCA's current staffing structure and implementation of this action.

Action 1.4: Increased Instructional Time and Standards-Aligned Curriculum

The action was edited to move the increased instruction time to action 1.6 as it relates more to the new action for the LREBG funding.

Action 1.5: Technology/Assessment Resources

As part of its commitment to academic excellence, EBCA has implemented the i-Ready assessment program to support efforts in improving student achievement and to enable consistent monitoring of student progress over time. The integration of this platform reflects the school's strategic focus on data-driven instruction and continuous improvement in educational outcomes.

Action 1.6: Increased Instructional Time and Lower Class Size and removed Standards-Aligned Curriculum and Broad Course of Study

This action was added for the Learning Recovery Emergency Block Grant (LREBG)

Adjusted Year 3 iReady Math and ELA target outcomes to reflect more attainable and realistic growth based on prior i-Ready performance trends. Targets were revised to align with actual student growth patterns and support accurate monitoring of progress and continuous improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and Hire Staff	EBCA will retain and hire teachers for all core and elective courses, in addition to providing substitute teachers. These staff will provide the academic support needed for our students to maximize their achievement.	\$2,169,290.52	No
1.2	Supplemental Instructional Support	EBCA will provide: Tutoring and academic support - Instructional Aides Language support programs - Instructional Aides Collaboration opportunities This action will address the red (lowest performance level) indicators on the 2023 CA Dashboard: LEA-wide: ELA: African American	\$1,557,108.66	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Acquisition and Support	EBCA will provide: Designated and Integrated ELD instruction through our English language acquisition program, Journeys Curriculum Professional development to teachers in EL instruction Provide ELD supplemental resources and supports Instructional Aides	\$111,034.83	Yes
1.4	Standards-Aligned Curriculum	EBCA will provide: Standards aligned and state adopted curriculum Access to a broad course of study	\$26,563.00	Yes
1.5	Technology/Assessment Resources	EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction EBCA will purchase formative assessment systems to monitor student progress throughout the year.	\$192,158.83	Yes
1.6	Increased Instructional Time and Lower Class Size - LREBG Action	EBCA will provide with LREBG Resources: Increased Instruction Time Lower Class size then surrounding schools	\$144,624.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students at EBCA will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate with strong parent engagement and community support that furthers the learning of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed because parent engagement and community support at Edison Bethune Charter Academy (EBCA) supports an increase to academic achievement of all students, including Low Income, English Learners, and Foster Youth students. The action and metrics associated with this goal were chosen specifically to target and improve parent engagement with all student's households to assist in closing the achievement gaps. The metrics will illustrate the parent participation of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek parent input & promote parental participation in programs for Low Income, English Learners, and Foster Youth and students with exceptional needs.	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Initial Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Yr: 2026-27 Data Source: Local Indicator Report	Improvement from Initial Implementation to Full Implementation
2.2	Attendance Rate	92.54% Data Year: 2023-24 Data Source: P-2	94.43% Data Year: 2024-25 Data Source: P-2	92.67% Data Year: 2025-26 Data Source: P-2	93.03% Data Yr: 2026-27 Data Source: P-2	+0.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism	All: 30.7% LI: 31.5% EL: 28.9% Data Year: 2022-23 Data Source: CA School Dashboard	All: 29.2% LI: 29.8% EL: 25.3% Data Year: 2023-2024 Data Source: CA School Dashboard	All: 21.2% LI: 22.2% EL: 11.7% Data Year: 2024-2025 Data Source: CA School Dashboard	All: 20% LI: 20% EL: 20% Data Yr: 2025-26 Data Source: CA School Dashboard	All: -9.5% LI: -9.3% EL: -17.2%
2.4	Suspension Rate	All: 5% LI: 5% EL: 5.2% Data Year: 2022-23 Data Source: CA School Dashboard	All: 3.2% LI: 3.3% EL: 2.9% Data Yr: 2023-2024 Data Source: CA School Dashboard	All: 1.5% LI: 1.3% EL: 1.2% Data Year: 2024-2025 Data Source: CA School Dashboard	All: 3% LI: 3% EL: 3% Data Yr: 2025-26 Data Source: CA School Dashboard	All: -3.5% LI: -3.7% EL: -4%
2.5	Expulsion Rate	0% Data Year: 2022-23 Data Source: CA School Dashboard	0% Data Year: 2023-2024 Data Source: CA School Dashboard	0% Data Year: 2024-2025 Data Source: CA School Dashboard	Below 1% Data Source: CA School Dashboard	No difference
2.6	Sense of safety and school connectedness	Family Survey: - Barriers to Engagement: 83% - Family Engagement: 28% - School Climate: 67% Teachers/Staff Survey: - Resources: 45.5% - School Climate: 42.5% - School Leadership: 36.2%	Family Survey: - Barriers to Engagement: 91% - Family Engagement: 24% - School Climate: 77% Teachers/Staff Survey: - Resources: 57.5% - School Climate: 44%	Family Survey: - Barriers to Engagement: 83% - Family Engagement: 41% - School Climate: 83% Teachers/Staff Survey: - Resources: 42% - School Climate: 23%	Family Survey: - Barriers to Engagement: 85% - Family Engagement: 45% - School Climate: 80% Teachers/Staff Survey: - Resources: 60% - School Climate: 60%	Family Survey: - Barriers to Engagement: No Difference - Family Engagement: +13% - School Climate: +16% Teachers/Staff Survey: - Resources: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Staff-Leadership Relationships: 49% Students Survey (3rd - 6th grade): - School Climate: 45% - School Rigorous Expectations: 55% - School Safety: 39.5% - School Teacher-Student Relationships: 48.5% - Valuing of School: 54% Data Year: Fall 2023 Data Source: Panorama Survey	- School Leadership: 42.5% - Staff-Leadership Relationships: 58% Students Survey (3rd - 6th grade): - School Climate: 40.5% School - Rigorous Expectations: 57.5% - School Safety: 46.5% - School Teacher-Student Relationships: 54.5% - Valuing of School: 54% Data Year: Fall 2024 Data Source: Panorama Survey	- School Leadership: 12% - Staff-Leadership Relationships: 33% Students Survey (3rd - 6th grade): - School Climate: 36% - School Rigorous Expectations: 59% - School Safety: 43% - School Teacher-Student Relationships: 53.5% - Valuing of School: 58% Data Year: Fall 2025 Data Source: Panorama Survey	- School Leadership: 50% - Staff-Leadership Relationships: 65% Students Survey (3rd - 6th grade): - School Climate: 60% - School Rigorous Expectations: 70% - School Safety: 55% - School Teacher-Student Relationships: 65% - Valuing of School: 70% Data Year: Fall 2026 Data Source: Panorama Survey	- School Climate: -19.5% - School Leadership: -24.2% - Staff-Leadership Relationships: -16% Students Survey (3rd - 6th grade): - School Climate: -9% - School Rigorous Expectations: +4% - School Safety: +3.5% - School Teacher-Student Relationships: +5% - Valuing of School: +4%
2.7	Facilities maintained in good repair	95.42% - School Rating - Good	97.74% - School Rating - Good	98.36% - School Rating - Good	97% - School Rating - Good	+2.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Indicator Report - Facilities Inspection Tool	Data Year: 2024-25 Data Source: Local Indicator Report - Facilities Inspection Tool	Data Year: 2025-26 Data Source: Local Indicator Report - Facilities Inspection Tool	Data Year: 2026-27 Data Source: Local Indicator Report - Facilities Inspection Tool	

Goal Analysis [2025-26]

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

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

Edison-Bethune Charter Academy (EBCA) carried out nearly all planned actions under Goal 2. Actions 2.1, 2.3, 2.4, 2.5, 2.6, and 2.7 were fully implemented as planned.

Action 2.2 (Parent and Community Communication) was partially implemented. EBCA used monthly newsletters, school climate surveys, and Parent Square to communicate with families. The Parent/Student Handbook was available on the school website, but printed copies were not provided this year. EBCA plans to provide printed handbooks next year.

A key success was having a consistent group of parents who attended monthly meetings and actively participated in conversations (Action 2.1). Parent Square also proved effective in keeping families informed about school news and events (Action 2.2).

One challenge was getting more parents to attend meetings and events (Action 2.1). Increasing overall parent participation remains a focus for the coming year.

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.

Explanation of Material Differences between budgeted expenditures and estimated actual expenditures:

2.2: We achieved our outreach and communication goals using more cost-efficient methods and did not occur the full level expenses as projected.

2.4: Actuals were higher than budgeted due to the addition of noon-time aides to support student supervision.

2.5: Actual Expenditures were lower than budgeted because we used fewer contracted services for the Expanded Learning Opportunity Program than planned. Program needs and service level were adjusted during the year, leading to reduced reliance on external vendors.

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

The actions outlined in Goal Two supported the progress in meeting the following goal: All students at EBCA will have a safe and healthy environment to achieve social, emotional, and academic success by improving school attendance rates and overall school climate with strong parent engagement and community support that furthers the learning of all students.

EBCA used the following rating scale to assess the effectiveness of the actions taken toward achieving the goal. Ratings were determined by reviewing educational partner input and performance metrics.

Rating Scale (lowest to highest):

- Not Effective
- Somewhat Effective
- Effective

Action 2.1: Parent Involvement and Engagement

Effectiveness Rating: Somewhat Effective

EBCA implemented monthly parent meetings, parent-teacher conferences, and opportunities for parent participation through committees such as PAC and ELAC. Communication was supported through ParentSquare, flyers, and outreach efforts. Based on available data, this action was somewhat effective. Parent engagement improved from Initial Implementation to Full Implementation, and family survey results showed increases in family engagement (+13%) and school climate (+16%). Additionally, a consistent group of parents actively participated in monthly meetings.

However, overall participation rates remain limited, and barriers to engagement showed no change for certain student groups. This indicates a need to expand outreach strategies and increase accessibility to encourage broader parent participation.

Action 2.2: Parent and Community Communication

Effectiveness Rating: Somewhat Effective

EBCA utilized multiple communication platforms, including ParentSquare, monthly newsletters, school climate surveys, and the Parent/Student Handbook to keep families informed. This action was somewhat effective, as communication tools such as ParentSquare and newsletters improved family awareness and contributed to increased engagement metrics. However, the Parent/Student Handbook was not distributed in printed form as originally planned, which limited access for some families.

While family engagement increased, staff survey data showed declines in school climate (-19.5%), leadership (-24.2%), and staff relationships (-16%), indicating that communication efforts may need to be strengthened internally as well as externally.

Action 2.3: Attendance Support

Effectiveness Rating: Effective

EBCA implemented attendance support strategies, including attendance staff, direct outreach to families, and attendance incentives. This action was effective, as chronic absenteeism decreased significantly across all student groups:

- All students: decreased from 30.7% to 21.2%
- Low-Income: decreased from 31.5% to 22.2%
- English Learners: decreased from 28.9% to 11.7%

These improvements indicate that attendance supports and incentives had a meaningful impact on student attendance and engagement. However, overall attendance rates showed only slight improvement (92.54% to 92.67%) and remain below the target of 95%, indicating the need for continued focus.

Action 2.4: School Safety and Climate

Effectiveness Rating: Effective

EBCA implemented multiple strategies to improve school safety and climate, including maintaining supervision staff, providing a full-time School Counselor and LVN, implementing Positive Behavior supports, and making campus safety improvements.

This action was effective, as suspension rates decreased significantly:

- All students: from 5% to 1.5%
- Low-Income: from 5% to 1.3%
- English Learners: from 5.2% to 1.2%

Student survey results also showed improvements in:

- School safety (+3.5%)
- Teacher-student relationships (+5%)
- Valuing of school (+4%)

These outcomes indicate that safety, behavioral supports, and counseling services had a positive impact on student behavior and overall school experience. However, overall student school climate declined by -9%, and staff climate data declined significantly, indicating a need to strengthen overall school culture and staff support systems.

Action 2.5: Engaging and Educational School Activities

Effectiveness Rating: Effective

EBCA implemented engaging school activities and events designed to increase student participation and connection to school. This action was effective, as student survey results showed increases in:

- Valuing of school (+4%)
- Rigorous expectations (+4%)
- Teacher-student relationships (+5%)

Additionally, improvements in chronic absenteeism suggest that increased engagement opportunities contributed to students attending

school more regularly.

Action 2.6: Transportation
Effectiveness Rating: Effective

EBCA provided transportation services to support student access to school. This action was effective in removing barriers to attendance, particularly for Low-Income and English Learner students. While not directly measured by a single metric, transportation supports contributed to overall improvements in attendance and reductions in chronic absenteeism.

Action 2.7: Facilities and Operations
Effectiveness Rating: Effective

EBCA maintained safe and clean school facilities, ensuring a positive learning environment for all students. This action was effective, as the Facilities Inspection Tool (FIT) rating improved from 95.42% to 98.36%, exceeding the Year 3 target of 97%. This indicates that facility improvements contributed to a safe and well-maintained campus environment

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

Action 2.1: Updated the metrics under Action 2.1 to align with current practices by incorporating Kelvin Education surveys and clarifying the monitoring of parent engagement and participation.

Action 2.2: Updated the metrics under Action 2.2 to align with current practices by incorporating Kelvin Education surveys and continuing the monitoring of communication engagement through newsletter and platform analytics.

Action 2.4: Updated the metrics under Action 2.4 to incorporate Kelvin Education climate surveys focused on school safety and connectedness, and to clarify monitoring of Attendance, Chronic Absenteeism, and Suspension Rates for All students, Low-Income students, and English Learners.

Action 2.5: Updated the metrics under Action 2.5 to incorporate Kelvin Education surveys focused on student engagement, and to clarify monitoring of Attendance and Chronic Absenteeism Rates for All students, Low-Income students, and English Learners.

Action 2.6: Updated the metrics under Action 2.6 to focus on Attendance Rate and Chronic Absenteeism, as these directly measure the impact of transportation on consistent school attendance for All students, including Low-Income and English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement Classes and Fingerprinting	To support Parent Involvement, EBCA will provide the following: Parent-teacher conferences Educational and informational parent classes/meetings Fingerprinting to volunteer on field trips and classroom-related activities	\$10,000.00	Yes
2.2	Parent and Community Communication	EBCA will provide multiple avenues to share important information with our parents and community by utilizing school-to-home communication platforms, including: Parent/Student Handbooks Monthly Newsletters School Climate Surveys ParentSquare	\$5,000.00	Yes
2.3	Attendance Support	EBCA will reduce chronic absenteeism and increase attendance rates by: Maintaining salaries and benefits for attendance support staff Attendance incentives	\$263,686.30	Yes
2.4	School Safety and Climate	EBCA will promote a sense of safety in school and improve school climate by: Continuing to employ Noon Time Assistant Supervision staff Maintaining salaries and benefits for a School Counselor and Licensed Vocational Nurse Implementing Positive Behavior strategies Making improvements to the campus	\$277,470.05	Yes
2.5	Engaging and Educational School Activities	EBCA will offer school activities for students to participate in, resulting in increased attendance, reduced chronic absenteeism, improved behavior, and promoting a sense of safety and school connectedness.	\$871,986.00	Yes
2.6	Transportation	EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation.	\$45,506.28	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Facilities and Operational Expense	EBCA strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local guidelines. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	\$1,420,607.32	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,540,197	\$191,773

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
39.804%	0.000%	\$0.00	39.804%

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
1.2	Action: Supplemental Instructional Support Need: Based on EBCA's analysis of the 2023 Smarter Balanced assessments for ELA and math and local assessments, we have determined that our Low Income and English Learner student populations are underperforming in ELA and math. ELPAC scores showed English Learner Progress is	EBCA will provide tutoring and academic support in ELA and math with instructional assistants, supplemental curriculum, additional support provided by a teacher, and additional academic counseling. These support in ELA and math which will deliver extra help to low-income, African American low-income, and English learner students struggling academically which can make a significant difference in their progress.	Smarter Balance - ELA and math for: All students, Low-Income, English Learners, African Americans, and Low-Income that are also African American. ELPAC Scores.

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	moving in the right direction with 58.2% of the EL students making progress, but only 11.70% scored at a Level 4, which is necessary for English Learners to be reclassified from EL status. Additionally, our educational partners value the importance of our Low Income, and English Learner having access to art, computer science and PE. An additional deep dive into our Low-Income ELA achievement data shows that our Low-Income students who are also African American have an even greater achievement gap. Scope: LEA-wide	Access to technology will allow low-income, African American low-income, and English learner students access to necessary technological resources, such as computers or tablets, which will facilitate their learning. These supports could include devices, supplemental digital curriculum, and support from our technology director. By focusing on these key areas, EBCA can help ensure low-income, African American low-income, and English learner students have the technological resources they need to succeed in an increasingly digital world. Instructional aides will assist students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA, Math and ELPAC will improve Low Income, African American low-income, and English Learners. Collaboration opportunities will be accessible to staff during EBCA's daily art, computer science, and PE instructional times instructed by four credentialed teachers. Core teachers will have the opportunities to collaborate with their grade level. During this time, core teachers will analyze formative and summative data of low-income, African American low-income, and English learner students groups, while developing strategies for closing the achievement gap. In addition, the teachers for art, computer science, and PE will provide intervention tutoring to low performing	

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		low-income, African American low-income, and English learner students in pull-out small group instruction in reading skills. EBCA provides instructional leadership, coaching, and professional development to support all teachers in implementing the Common Core State Standards and delivering high-quality instruction. Site leadership and instructional staff supported teachers with the development of interim assessments, data analysis, differentiation strategies, and ongoing professional development. These efforts contributed to growth in Smarter Balanced Assessment scores for ELA and Mathematics, as well as progress on ELPAC outcomes. This comprehensive approach directly supported LEA-wide ELA performance, including improvement for African American students, who moved out of red status. This action was implemented without significant reported challenges, demonstrating the effectiveness of EBCA's instructional planning and support systems. This action is principally directed towards the Low Income, English Learner, and Low-Income who are also African American population and effective in meeting their needs by increasing achievement of these students in the Smarter Balance ELA and math and ELPAC assessments, however, because we expect that all African American students and all students will benefit from this action, it will be offered on an LEA-wide basis.	
1.4	Action: Standards-Aligned Curriculum	EBCA will provide all students access to a broad course of study in all core subjects and will include in addition, computer science, art, and physical	Smarter Balance - ELA and math for: All students, Low-Income, English

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	Need: EBCA's goal for Low-Income and English Learner students is to show improvement on state and local assessments. Scope: LEA-wide	education taught by credentialed teachers in those subjects. The teachers will also utilize rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of EBCA Instructional expectations.	Learners, African Americans, and Low-Income that are also African American. ELPAC Scores.
1.5	Action: Technology/Assessment Resources Need: Based on our analysis of Smarter Balance and local assessment scores from 2023, ELPAC, EL reclassification rate, and benchmark computerized assessments, along with feedback from our educational partners, there is a need for support in educational technology proficiency for our Low Income, and English Learners. Technology skills are needed for students to access modern assessments, curriculum, and other instructional resources. Scope: LEA-wide	EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction and intervention for Low Income, and English Learners. These resources are intended for classroom, intervention and extended-hour instruction for Low Income, and English Learners. To monitor student progress throughout the year, EBCA will purchase formative assessment systems. i-Ready was added to our assessment collection in the 2024-25 year to provide comprehensive reading data from Kindergarten to grade 6. Students will complete formative assessments throughout the year. These assessment systems will be used by staff to measure progress for Low Income, and English Learners in English Language-Arts, Mathematics, and English Language Development. Measuring the progress of these students will assist teachers with providing instruction that is targeted to their specific learning needs. Through targeted instruction we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC for our Low Income, and English Learners.	Smarter Balance - ELA and math for: All students, Low-Income, English Learners. ELPAC Scores.
1.6	Action:	LREBG Action	To evaluate the impact of this initiative, EBCA will

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
	Increased Instructional Time and Lower Class Size - LREBG Action Need: EBCA's goal for Low-Income and English Learner students is to show improvement on state and local assessments. Scope:	EBCA will utilize LREBG (Learning Recovery Emergency Block Grant) funds to support teacher salaries with the goal of maintaining reduced class sizes. This targeted investment is intended to enhance instructional effectiveness and provide more individualized support to students, thereby improving performance on both state assessments and local academic benchmarks. To support academic gains on state and local assessments, EBCA will provide all students with more instructional time than required by state statute. These data points will serve as key indicators of student achievement and guide ongoing instructional and resource allocation decisions.	monitor student progress using the following metrics: Metric 1.6 and 1.7: Smarter Balanced Assessment Consortium (SBAC) scores in English Language Arts (ELA) and Mathematics Metric 1.13 and 1.14: i-Ready diagnostic scores in ELA and Mathematics Metric 1.11: English Learner performance data
2.1	Action: Parent Involvement Classes and Fingerprinting Need: According to survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income, and English Learner students lack engagement and participation in programs for their students. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.	EBCA will continue to host parent classes/meetings led by staff members about important topics and concerns. These meetings are also collaborative between our Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Notices of meetings and opportunities are delivered through electronic communication methods (Facebook and Parent Square) and physical flyers. At the end of the 1st Quarter, EBCA will have parent-teacher conferences to work together with families and improve attendance, and grades, and reduce suspensions, especially for low-income and English learner families. Translation services are provided. This action is designed to meet the needs most associated with Low-Income, and English learners	EBCA will utilize Kelvin Education surveys to measure family engagement and participation in school activities. Participation in parent meetings, conferences, and school events will be tracked through sign-in sheets and event attendance logs. EBCA strives for 100% parent-teacher conference attendance at the end of the 1st Quarter.

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	Scope: LEA-wide	and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.	
2.2	Action: Parent and Community Communication Need: Based on survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income and English Learner students lack engagement and participation in programs for their students. Clear communication is essential between parents/guardians and EBCA to promote engagement, collaboration, and a sense of connection within the school community. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students. Based on local experience, EBCA recognizes family involvement's positive impact on student academic performance, attendance rates, and behavior. Scope:	Increased communication allows parents to be actively involved in their student's education and be informed about school activities. This action focuses on the needs of our Low Income, and English Learners by providing parents with the necessary information to actively participate in their student's education. These platforms will allow for daily communication for parents and teachers to share relevant information about their students. Information includes school activities, upcoming events, opportunities for parents to participate at the school, engagement opportunities, parents can monitor students' progress academically and behaviorally, and upcoming co-curricular events that both students and parents can participate in. We expect that maintaining communication with parents and the community will better support the needs of our Low Income, and English Learners by increasing attendance, and academic performance, and reducing suspension rates. This action is designed to establish and improve communication between EBCA and families through the following ways: EBCA will provide printed copies of the Parent/Student Handbook for every student and make it available on our website. The Parent/Student Handbook serves as a guide	EBCA will utilize Kelvin Education surveys to measure communication effectiveness and family awareness. Engagement data/analytics from ParentSquare and monthly newsletters (e.g., views, and interactions) will be monitored to assess outreach effectiveness.

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	LEA-wide	outlining important policies, procedures, and expectations within the school community. The handbook also informs stakeholders about resources, services, and emergency procedures available, promoting a sense of belonging and safety. Monthly Newsletters (utilizing Smore) and Parent Square help foster connections within the school community, improve attendance, and support student success. Parents and the community can stay informed regarding important events and other resources monthly. School Climate Surveys (utilizing Panorama through the end of the 25-26 school year, switching to Kelvin Education afterwards) enable EBCA to collect reliable feedback from students, families, and teachers. Feedback from parents/guardians of Low-Income and English Learner students will be valuable in driving school improvement. This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.	
2.3	Action: Attendance Support Need: Low-Income and English Learners' academic performance is dependent on attending school regularly based on local benchmark results,	Attendance support staff and attendance incentives encourage students to be in school and on time while encouraging parent and community engagement in school activities. This action focuses on the needs of our Low-Income, and English Learners, by providing	Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners. Smarter Balance scores for ELA and Math.

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
	state testing outcomes, teacher input, and educational partner feedback. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students. Based on local experience EBCA knows that when students attend school regularly, we see an increase in academic performance, attendance rates, and student behavior. Scope: LEA-wide	students support, guidance, and encouragement to attend school regularly. We expect having attendance support staff available will better support the needs of our Low-Income and English Learners by increasing attendance, improving academic performance, and reducing suspension rates. This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.	
2.4	Action: School Safety and Climate Need: School safety and school connectedness are important priorities for Low-Income, and English Learner students based on EBCA attendance and discipline outcomes, survey responses, teacher input, and educational partner feedback. Educational partners have stated that an improved sense of safety will increase attendance, thereby reducing chronic absenteeism, and increasing the sense of safety in school.	This action is designed to promote safety in school and improve school climate by providing: Supervision by Noon Time Assistants helps foster a safe environment for students to engage in safe physical activity during lunch recess. Supervision by noontime assistants helps prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. This will aid in reducing suspension rates, increasing attendance, reducing chronic absenteeism, and promoting a sense of safety in school and school connectedness. Having a Licensed Vocational Nurse (LVN) on campus allows Low-Income and English Learners to spend more time on campus knowing that	EBCA will utilize Kelvin Education surveys to measure student, staff, and family perceptions of school safety, climate, and connectedness. Attendance, Suspension Rate and discipline data will be monitored for All students, as well as Low-Income and English Learner student groups, using Aeries.

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	There is also a need for improved attendance and reduced suspension rates among our Low-Income and English Learner students Scope: LEA-wide	health and safety guidelines are being implemented by medical experts and prevents students from immediately being sent home by other staff when various symptoms are present. A small percentage of this expense provides contracted nursing services for student screening. Having a full-time School Counselor on campus will meet the increased social-emotional needs of EBCA students, based on educational partner feedback. This action will provide Low-Income and English Learners with a designated Counselor to promote a safe environment for students through interventions. The School Counselor will provide individual counseling, oversee the implementation of the SEL curriculum (SecondStep), provide professional development for teachers, and assist with behavior intervention strategies. The School Counselor provides solution-focused academic, college/career, and social/emotional counseling. EBCA will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. In addition, Positive Discipline training was provided to teachers. Funds will be spent on individual and class recognition for improved attendance, behavior, or academic metrics. This action will provide Low-Income and English Learners, incentives to be on time for school daily, practice positive behavior, and improve local benchmarks. EBCA has found that attendance and behavior incentives prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school.	

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		To increase school safety, EBCA will continue to make improvements to the campus to provide a safer environment for all staff and students. Expenditures include but are not limited to: adding external fencing to the front entrance of the school, upgrading fencing surrounding the Transitional Kindergarten and Kindergarten area, incorporating a locking system controlled by office staff to minimize unauthorized access to the campus, and integrating Raptor Technologies to screen visitors credibly. Parents who visit the campus will recognize the improvements and feel better about the overall safety of their students on campus. We expect that providing a Licensed Vocational Nurse, School Counselor, Noon Time Assistant Supervision, and Positive Behavior strategies will better support the needs of our Low Income, and English Learners, by increasing attendance, reducing chronic absenteeism, and increasing their sense of safety and school connectedness. Also, enhancing campus safety will improve student and parent sense of safety, thereby eliminating safety as a deterrent for school attendance. This action is designed to meet the needs most associated with Low-Income, and English Learners, however, because all students will benefit this action is being provided on an LEA-wide basis.	
2.5	Action: Engaging and Educational School Activities Need:	EBCA will provide: Extracurricular athletic programs for students in grades 3 through 6. Funds will be used to pay coaching stipends, uniforms, equipment, and	Attendance Rate and Chronic Absenteeism Rate will be monitored for All students, as well as Low-Income and English

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	Low-Income, and English Learner students benefit from participation in extracurricular athletic programs, grade-level field trips, and educational and engaging assemblies based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and sense of safety and school connectedness, and improved classroom behavior. Based on local experience, when EBCA students participate in engaging school activities, they have demonstrated improved attendance, reduced chronic absenteeism, improved sense of safety and school connectedness, and improved classroom behavior. Scope: LEA-wide	transportation. This action will allow Low-Income, and English Learners, to spend more time on campus with adult coaches to increase physical activity, social skills, positive communication, accountability, sportsmanship, and perseverance; all skills related to improved social-emotional health. Educational field trips for students in each grade level. Funds will be used to pay for transportation, admission, and registration fees. This expense includes an educational science camp for all fifth and sixth graders. This action will allow Low-Income and English Learners, to participate in diverse educational settings that include but are not limited to: museums, the zoo, river parkways, and science camp. Educational and engaging assemblies enhance learning experiences beyond the classroom. We expect that engaging and educational school activities will better support the needs of our Low Income, and English Learners, by increasing attendance, chronic absenteeism, sense of safety and school connectedness, and improved attendance. This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.	Learner student groups, using Aeries. Kelvin Education survey data will be used to measure student engagement, sense of belonging, and participation in school activities.
2.6	Action: Transportation	EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation. Southwest will develop	Attendance Rate and Chronic Absenteeism Rate will be monitored for All

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low Income, and English Learners at EBCA have lower attendance rates and higher rates of chronic absenteeism than the general student body. Based on teacher input, and educational partner feedback, transportation is a barrier for some students making it to school daily and on time. Based on local experience EBCA knows that when students attend school regularly and on time, we see an increase in academic performance, attendance rates, and student behavior. Scope: LEA-wide	the routes based on the addresses of Low Income, and English Learners. It is our expectation that providing home-to-school transportation will better support the needs of our Low Income, and English Learners, by increasing attendance and reducing chronic absenteeism. This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit, this action is being provided on an LEA-wide basis.	students, as well as Low-Income and English Learner student groups, using Aeries to evaluate the impact of transportation services on consistent school attendance.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: English Language Acquisition and Support Need: Based on the 2023 CA Dashboard, ELPAC scores revealed that only 11.70% of EL students scored at a Level 4, which is necessary for English Learners to be	To support academic gains on state and local assessments for EL students, EBCA will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. EBCA is providing professional development to support teachers in their instruction for designated and integrated ELD.	Smarter Balance ELA Scores for All Students and EL Students, and ELPAC scores.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reclassified from EL status. CA Dashboard scores in ELA revealed that EL students were 66.2 below standard. Scope: Limited to Unduplicated Student Group(s)	To support academic gains on state and local assessments for EL students, EBCA will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. EBCA is providing professional development to support teachers in their instruction for designated and integrated ELD.. These supplemental Reading/Literacy/Technology instructional materials are directed toward accelerating language acquisition and access to the core. EBCA will provide targeted professional learning sessions to equip teachers with the skills and knowledge to effectively use ELD materials and programs. This should include strategies for differentiating instruction for diverse learners. Ongoing support and coaching will be provided to teachers to help them implement these materials and strategies effectively in the classroom. English learner students will be provided targeted language development programs that can help them improve their language skills and integrate into mainstream classrooms. These supports could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher. Instructional aides will assist students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA and ELPAC will improve for English Learners.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		This action is principally directed towards the English Learner population and effective in meeting their needs by increasing achievement of these students in the Smarter Balanced ELA and ELPAC assessments.	

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.

Not Applicable

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.

EBCA has 5 full time certificated teachers who provide direct services to students and are not the teacher of record. These teachers provide RSP services and elective courses such as Art, Computer Science and PE. We have other certificated personnel such as a School Counselor and Reading Specialist/Literacy Coach. In addition we have instructional aides who provide services to kindergarten and 1st grade classes at a 0.75 FTE. These additional teachers and additional instructional aides provide direct services to students who meet the qualifications for additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	19.77:368
Staff-to-student ratio of certificated staff providing direct services to students	N/A	31:368

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3869484	1,540,197	39.804%	0.000%	39.804%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,295,226.83	\$1,287,125.23	\$176,525.42	\$336,158.31	\$7,095,035.79	\$4,942,189.73	\$2,152,846.06

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Retain and Hire Staff	All	No			All Schools		\$2,169,290.52	\$0.00	\$1,772,396.01	\$175,431.50	\$176,525.42	\$44,937.59	\$2,169,290.52	0%
1	1.2	Supplemental Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,557,108.66	\$0.00	\$1,309,585.81	\$125,083.73	\$0.00	\$122,439.12	\$1,557,108.66	0%
1	1.3	English Language Acquisition and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$111,034.83	\$0.00	\$111,034.83	\$0.00	\$0.00	\$0.00	\$111,034.83	0%
1	1.4	Standards-Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$26,563.00	\$26,563.00	\$0.00	\$0.00	\$0.00	\$26,563.00	0%
1	1.5	Technology/Assessment Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$142,158.83	\$50,000.00	\$192,158.83	\$0.00	\$0.00	\$0.00	\$192,158.83	0%
1	1.6	Increased Instructional Time and Lower Class Size - LREBG Action	All	No			All Schools		\$144,624.00	\$0.00	\$0.00	\$144,624.00	\$0.00	\$0.00	\$144,624.00	0%
2	2.1	Parent Involvement Classes and Fingerprinting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0%
2	2.2	Parent and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0%
2	2.3	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$263,686.30	\$0.00	\$162,357.66	\$0.00	\$0.00	\$101,328.64	\$263,686.30	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Safety and Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$277,470.05	\$0.00	\$210,017.09	\$0.00	\$0.00	\$67,452.96	\$277,470.05	0%
2	2.5	Engaging and Educational School Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$276,816.54	\$595,169.46	\$30,000.00	\$841,986.00	\$0.00	\$0.00	\$871,986.00	0%
2	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$45,506.28	\$45,506.28	\$0.00	\$0.00	\$0.00	\$45,506.28	0%
2	2.7	Facilities and Operational Expense	All	No			All Schools		\$0.00	\$1,420,607.32	\$1,420,607.32	\$0.00	\$0.00	\$0.00	\$1,420,607.32	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3869484	1,540,197	39.804%	0.000%	39.804%	\$2,102,223.50	0.000%	54.328 %	Total:	\$2,102,223.50
								LEA-wide Total:	\$1,991,188.67
								Limited Total:	\$111,034.83
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Retain and Hire Staff				All Schools	\$1,772,396.01	0%
1	1.2	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,309,585.81	0%
1	1.3	English Language Acquisition and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$111,034.83	0%
1	1.4	Standards-Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,563.00	0%
1	1.5	Technology/Assessment Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,158.83	0%
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	0%
2	2.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0%

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 (%)
2	2.3	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,357.66	0%
2	2.4	School Safety and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,017.09	0%
2	2.5	Engaging and Educational School Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0%
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,506.28	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,144,891.00	\$7,396,129.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Retain and Hire Staff	No	\$2,436,332.00	\$2,092,080.00
1	1.2	Supplemental Instructional Support	Yes	\$1,518,286.00	\$1,620,041.00
1	1.3	English Language Acquisition and Support	Yes	\$168,911.00	\$174,357.00
1	1.4	Standards-Aligned Curriculum	Yes	\$130,062.00	\$31,112.00
1	1.5	Technology/Assessment Resources	Yes	\$257,106.00	\$193,237.30
1	1.6	Increased Instructional Time and Lower Class Size		\$265,887.00	\$295,554.00
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$10,000.00	\$9,633.00
2	2.2	Parent and Community Communication	Yes	\$10,000.00	\$516.65
2	2.3	Attendance Support	Yes	\$238,222.00	\$252,723.00
2	2.4	School Safety and Climate	Yes	\$256,843.00	\$284,318.00
2	2.5	Engaging and Educational School Activities	Yes	\$1,138,192.00	\$868,057.00

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	2.6	Transportation	Yes	\$44,614.00	\$44,614.00
2	2.7	Facilities and Operational Expense	No	\$1,670,436.00	\$1,529,887.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1438328	\$2,115,999.00	\$2,040,033.03	\$75,965.97	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Instructional Support	Yes	\$1,252,990.00	\$1,297,275.90	0%	0%
1	1.3	English Language Acquisition and Support	Yes	\$44,543.00	\$66,956.65	0%	0%
1	1.4	Standards-Aligned Curriculum	Yes	\$130,062.00	\$31,111.71	0%	0%
1	1.5	Technology/Assessment Resources	Yes	\$257,106.00	\$193,237.30	0%	0%
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$10,000.00	\$9,633.14	0%	0%
2	2.2	Parent and Community Communication	Yes	\$10,000.00	\$516.65	0%	0%
2	2.3	Attendance Support	Yes	\$143,528.00	\$155,777.26	0%	0%
2	2.4	School Safety and Climate	Yes	\$193,156.00	\$218,174.42	0%	0%
2	2.5	Engaging and Educational School Activities	Yes	\$30,000.00	\$22,736.00	0%	0%
2	2.6	Transportation	Yes	\$44,614.00	\$44,614.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3645633	1438328	0.00	39.453%	\$2,040,033.03	0.000%	55.958%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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