



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EPIC de Cesar Chavez High School

CDS Code: 29 10298 0130823

School Year: 2024-25

LEA contact information:

Dr. Tamar Asatryan

Special Assistant for Strategic Initiatives

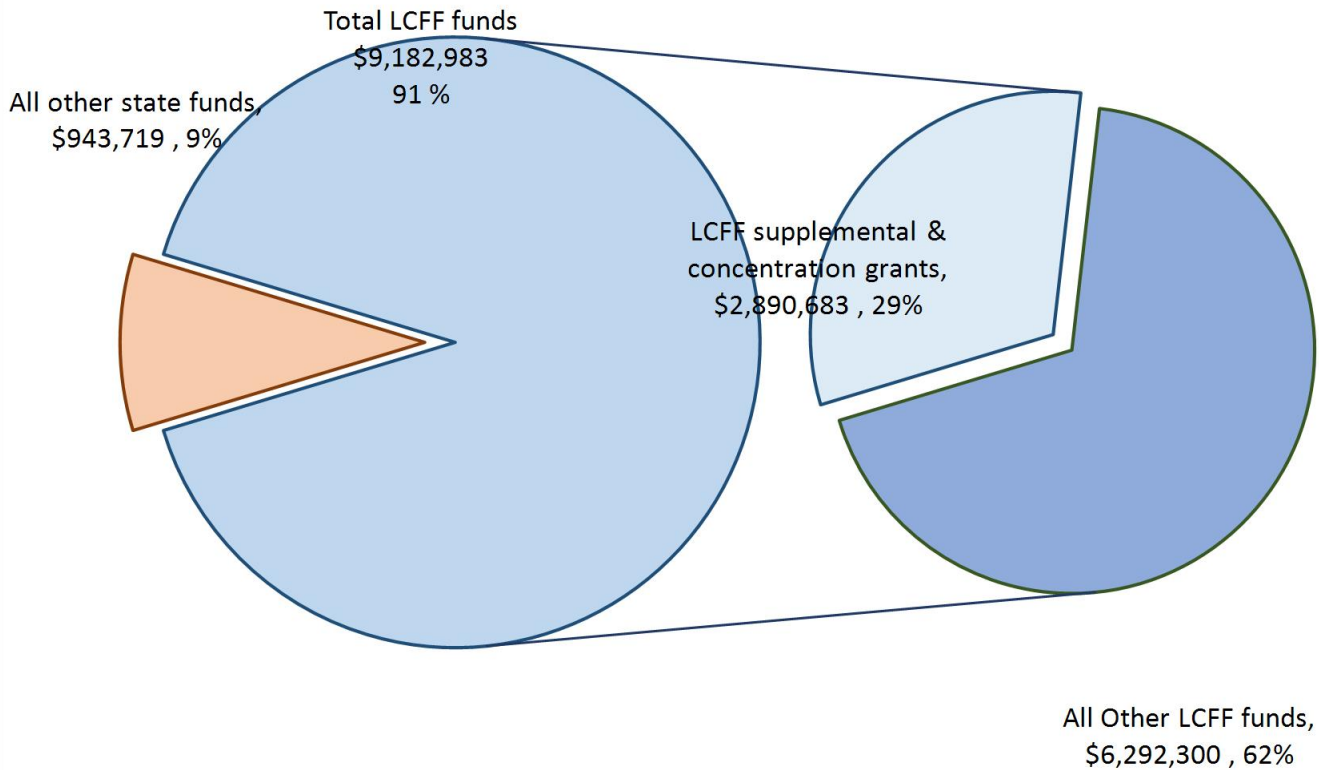
122 East Tehachapi Blvd., Ste. C Tehachapi 93561-1411

661-823-8826

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

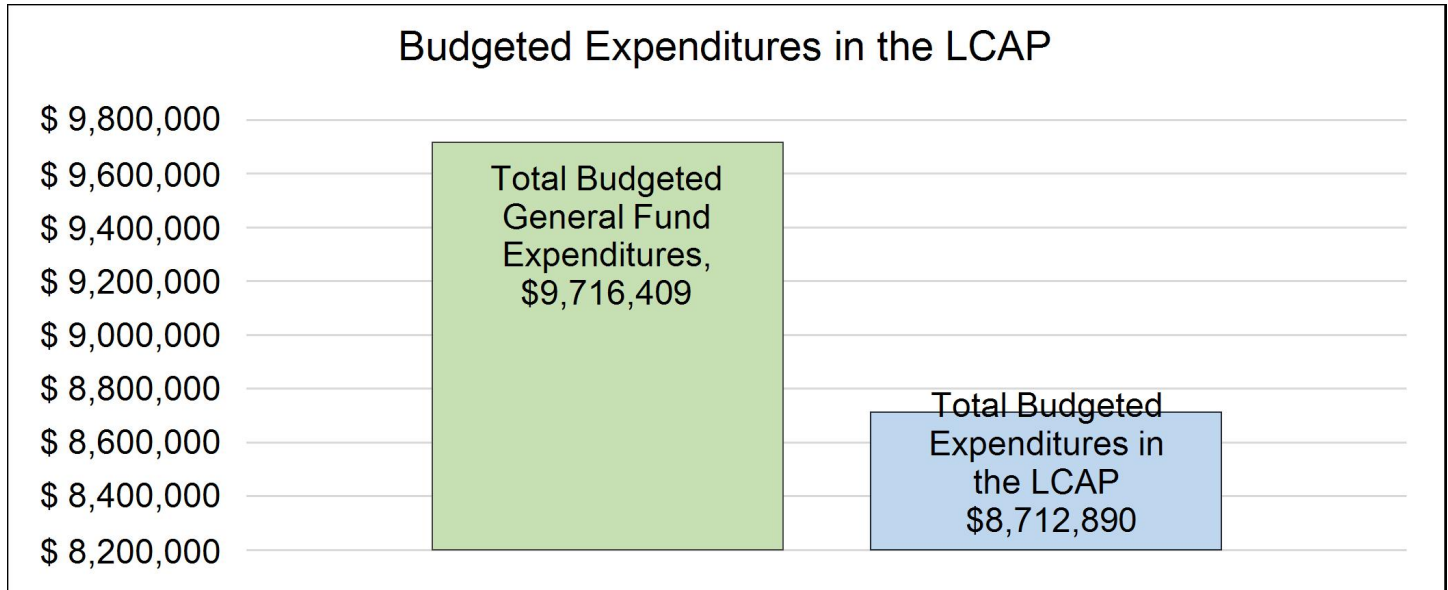


This chart shows the total general purpose revenue EPIC de Cesar Chavez High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EPIC de Cesar Chavez High School is \$10,126,702, of which \$9,182,983 is Local Control Funding Formula (LCFF), \$943,719 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$9,182,983 in LCFF Funds, \$2,890,683 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much EPIC de Cesar Chavez High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EPIC de Cesar Chavez High School plans to spend \$9716409 for the 2024-25 school year. Of that amount, \$8712890 is tied to actions/services in the LCAP and \$1,003,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

EPIC de Cesar Chavez will utilize funding from WIOA Title II, nutrition meal reimbursements, Prop. 28, the A-G grant, the CCTR grant, the instructional fees generated by the ISAs, and the funding generated through the daycare that are not included in the LCAP.

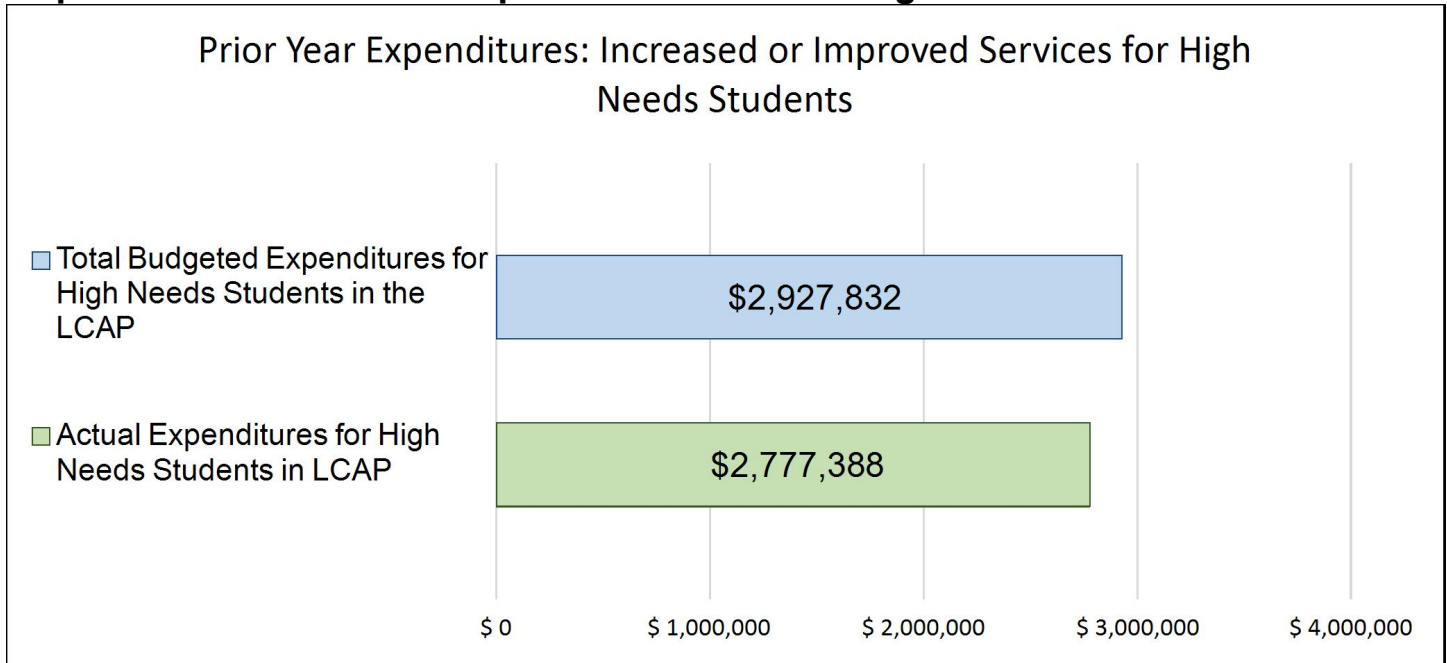
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, EPIC de Cesar Chavez High School is projecting it will receive \$2890683 based on the enrollment of foster youth, English learner, and low-income students. EPIC de Cesar Chavez High School must describe how it intends to increase or improve services for high needs students in the LCAP. EPIC de Cesar Chavez High School plans to spend \$588222.00 towards meeting this requirement, as described in the LCAP.

97.94% of EPIC de Cesar Chavez High School students meet the high needs student requirement based on the FRPM & EL categories thus the funding not included in the budgeted expenditures for high needs students in the LCAP is serving the same population of students and the action steps meet their needs.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, EPIC de Cesar Chavez High School's LCAP budgeted \$2927832 for planned actions to increase or improve services for high needs students. EPIC de Cesar Chavez High School actually spent \$2777388 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-150,444 had the following impact on EPIC de Cesar Chavez High School's ability to increase or improve services for high needs students:

The reason that there was a difference between budgeted and actual expenditures for high needs students was due to the fact that technology purchases were planned with LCAP funding for the students but other funding was utilized to purchase the technology. The other reason was that the actual cost associated with the interventions was lower than projected originally even though we provided the interventions.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EPIC de Cesar Chavez High School	Dr. Tamar Asatryan Special Assistant for Strategic Initiatives	tasatryan@fieldinstitute.org

Goals and Actions

Goal

Goal #	Description
1	All students will access relevant and rigorous course curriculum in English, Math, Science and other course requirements leading to the attainment of a diploma, college and career readiness skills, and to successfully transition to post-secondary careers

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who advance one Educational Functioning Level in ELA and Math as measured by the CASAS test	69% of students advanced one EFL in ELA and 55% in Math in 2019-20	74.24% of students achieved one EFL in ELA and 70.17% in Math in 2021-22	64.97% of ABE students achieved one EFL in ELA & 74.20% in Math in 2022-23 (based on internal data - final data is not yet available)	66.76% of our high school students achieved one or more EFL in ELA & 65.01% in math in 2023-2024 (based on internal data from TopsPro)	75% average growth in one or more EFL
Percentage of students enrolling in CTE classes	25% of students enrolled in CTE classes in 2020-21	18% of students enrolled in CTE classes in 2021-22	33% of students enrolled in CTE classes during the Fall semester of the 2022-23 school year and 15% of students enrolled in CTE classes during the Spring semester of the 2022-23 school year.	45% of students enrolled in CTE classes during the Fall semester of the 2023-2024 school year and 36% of students enrolled in CTE classes during the Spring semester of the 2024-2024 school year.	50% of students enrolled in CTE
Percentage of teachers who are appropriately assigned and fully credentialed in the	95% of teachers are appropriately assigned and fully credentialed in 2020-21	95% of teachers are appropriately assigned and fully credentialed in 2021-22	91% of teachers are appropriately assigned and fully credentialed in 2022-23	90% of teacher are appropriately assigned and fully credentialed in 2023-24	100% of teachers are appropriately assigned and fully credentialed in the subject area and for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject area and for the students they are teaching					the students they are teaching
Percentage of students in the school who have sufficient access to the standards-aligned instructional materials	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2020-21	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2021-22	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2022-23	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2023-2024.	100% of students in the school have sufficient access to the standards-aligned instructional materials
Implementation of state board adopted academic content and performance standards for 100% of students in core curriculum areas	Implementation of state board adopted academic content and performance standards for 100% of students in ELD 2020-21	Implementation of state board adopted academic content and performance standards for 100% of students in ELD and Science in 2021-2022	Implementation of state board adopted academic content and performance standards for 100% of students in ELD, Science, and English in 2022-2023	Implementation of state board adopted academic content and performance standards for 100% of students in ELD, Science, English and History in 2023-2024.	Implementation of state board adopted academic content and performance standards for 100% of students in English, Math, Science, History, and ELD
Student achievement measured by percentage of students tested and student performance on the statewide standardized assessment in Science, CAST	0% of students completed the CA Science Test in 2020-21, 0% proficient	79% of students completed the CAST, % proficient not available until Fall	77% of eligible students completed the CAST in 2021-22, 1.8% met or exceeded standards for science & 74.77% scored at level 2 which is standard nearly met, 23.42% scored at level 1 which is standard not met	81.89% of eligible students completed the CAST test in 2022-2023. 4.88% met or exceeded standards for science & 69.27% scored at level 2 which is standard nearly met, 25.85% scored at level 1 which is standard not met	95% of students tested and 50% of students who complete the CA Science Test score in the proficient levels
The number of students who have successfully completed A-G courses that satisfy the requirements for	67 students successfully completed A-G courses that satisfy the requirements for entrance to UC and	115 students successfully completed A-G courses that satisfy the requirements for entrance to UC and	399 Cyber High college prep courses were completed in 2022-2023.	915 Cyber High college prep courses were completed in 2023-2024	300 students successfully completed A-G courses that satisfy the requirements for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
entrance to UC and Cal State Universities	Cal State Universities in 2020-21	Cal State Universities in 2021-22			entrance to UC and Cal State Universities
The number of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study	123 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study in 2020-21	59 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study in 2021-22.	A total of 60 students completed a CTE pathway class in the Fall semester of the 22-23 school year and 42 students completed a CTE pathway class in the Spring semester of the 22-23 school year.	A total of 92 students completed a CTE pathway class in the fall semester of 23-24 and a total of 166 students completed a CTE pathway class in the spring semester of 23-24. Also, a total of 69 students completed a CTE pathway by completing both courses in the sequence.	200 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study

Goal Analysis

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

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

EPIC de Cesar put a strong emphasis on helping students in English language arts and results show that it was successful in bringing up the percentage of students who gained at least one educational functioning level in ELA. The numbers went from 64.97% to 66.76% so approximately 2% more students had learning gains in ELA versus the previous year. We did not meet our goal of 75% but we came very close to meeting the goal. We also had a goal to have 50% of our students enrolled in CTE and we had 45% enrolled in semester 1 and 36% enrolled in semester 2.

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.

EPIC de Cesar Chavez provided students with the tools necessary to increase their educational functioning level in both ELA and math. We did not reach our targeted goal of 75% of students achieving growth in either ELA or math but we came close with 66.76% of students making gains in ELA and 65.01% of students making gains in math. This is much higher than the CA state goal of between 42% to 44% for

ABE and ASE students and the CA state average which was between 35.3% and 46.1% for ABE and ASE students. We also put a lot of funding and emphasis into our second action step which was to increase enrollment in CTE classes and even though we came short of our goal of 50% enrolled into CTE classes, we had 45% of students enroll in CTE courses in the fall semester which is very close to the 50% goal.

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

We made great progress on these actions items. For the 1st action item, our goal was to have 75% of students advance an educational functioning level and we had 66.76% of students advance a level in ELA. In math, that number was 65.01%. For our 2nd action step, the goal was to have 50% of students enroll in CTE classes and we had 45% of students who enrolled by the census date into the high school also enroll in CTE classes.

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

Based on the results of this goal and the feedback we received from both students and staff, we have decided to continue focusing on ensuring that our students have access to relevant and rigorous courses along with access to college and career readiness skills. As part of that, we are planning on increasing access to both technology and more prep. courses including access to materials that support phonetic learning among entry level students.

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

Goals and Actions

Goal

Goal #	Description
2	All students will have a safe, orderly school environment that promotes physical, mental, and emotional wellness to increase attendance, persistence, and completion of credits.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of school facilities that are maintained in good repair	19/20 school sites in good repair in 2019-20	24/27 sites in good repair in 2020-21	All school facilities were maintained in good repair in 2022-23.	All school facilities were maintained in good repair in 2022-23.	All school facilities are maintained in good repair
School Attendance rates	78.15% in 2020-21	65% in 2021-22	69.68% as of March 31, 2023.	71.01% as of April 26, 2024	85% attendance rate
Chronic absenteeism rates	No baseline data available 2019-2020 from DataQuest	68.9% in 2020-21	84.7% from SARC in 2021-22	86.4% from SARC in 2022-23	30% chronic absenteeism
High School drop out rate	31.4% from SARC data in 2019-20	65% from SARC in 2020-21	82.1% from SARC in 2021-22	84.4% from SARC in 2022-23	15% high school drop out rate
High school graduation rate	68.6% from SARC data in 2019-20	35% from SARC data in 2020-21	17.9% from SARC data in 2021-22	15.6% from SARC in 2022-23	90% graduation rate
Percentage of student suspension and expulsions	0% student suspension and expulsions in 2019-20	0% student suspension and expulsions in 2020-21	0% student suspension and expulsions in 2021-22	0% students suspension and expulsions in 2022-23	0% student suspension and expulsions
Student retention rate	79% in 2019-2020	73% in 2020-2021	61% for 2021-2022	Percentage of persister from CASAS was 87.84%	84% Average Daily Retention rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of interventions, programs, and services developed and provided to students with disabilities	Modified MTSS program-Three-tiered intervention model in 2019-20 with 1 intervention, program, and service	Modified MTSS program-Three-tiered intervention model in 2020-21 with 1 intervention, program, and service	Modified MTSS program-Three-tiered intervention model in 2021-22 with 2 interventions, program, and service	MTSS program with 4 interventions and services in 2023-2024	MTSS program with 5 interventions, programs, and services
Number of interventions, programs, and services that will enable English Learners to access the Common Core State Standards and the ELD standards	ELD support program with 2 school-wide interventions, programs, and services (myOn, ELD pathways) in 2019-20	ELD support program with 2 school-wide interventions, programs, and services (myOn, ELD pathways) in 2020-2021	ELD support program with 3 school-wide interventions, programs, and services (myOn, ELD pathways) in 2021-2022	ELD support program with 4 school-wide interventions, programs, and services (myOn, ELD pathways, Star Reading, and ESL) in 2023-24	ELD support program with 5 school-wide interventions, programs, and services
Percentage of students and staff with sense of safety and positive school connectedness Data Source: Local data	2020-2021 81% Students 74% Staff	2021-22 81% Students 79% Staff	2022-23 83% of students 85% of staff	2023-2024 90.2% of students 50% of teachers	95% Students 95% Staff
Percentage of students who have access to and are enrolled in a broad course of study including programs and services developed and provided to low-income, English	2021 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English	2022 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English	2023 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English	2024 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English	100% of students have access to and are enrolled in a broad course of study including programs and services developed and provided to low-income, English learners and foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learners, and foster youth and students with disabilities. Data Source: Local data	learners and foster youth and students with disabilities.	learners and foster youth and students with disabilities.	learners and foster youth and students with disabilities.	learners and foster youth and students with disabilities.	youth and students with disabilities.

Goal Analysis

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

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

We had a substantive difference between our goal of 85% attendance rate and our actual results for 2023-2024 which was 71.01%, however, there was an increase in the attendance rate from 2021-22 when it was 65% and 2022-23 when it was 69.68% which shows that the measures we took have started increasing our attendance rate and the gap between planned and actual results has started closing. The other area that we were far from our goal is our chronic absenteeism rate. our goal was to have it go down to only 30% but we are still at 86.4% according to the 2022-2023 SARC report. However, we have worked on adding different supports including providing childcare to reduce the barriers that lead to chronic absenteeism.

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.

We put a lot of effort and funding into improving our graduation rates and our goal was to have a 90% graduation rate. According to data in the 2022-23 SARC, our graduation rate shows to be 15.6% however, this does not take into account the fact that not all students are 12th graders and can graduate in one school year. If we look at the DASS report graduation rate which takes into account only 12th graders, our rate was 71.1% for all students, 71.1% for Hispanic students, and 70.5% for socioeconomically disadvantaged students.

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

Many of the steps we took were somewhat effective in helping us get closer to our goals but additional time is needed to close the gap between actual results and our goals.

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

We will continue focusing on increasing our attendance rate and decreasing our chronic absenteeism rate while also increasing attendance and college and career readiness. These items are reflected in our 2024-2025 LCAP goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EPIC de Cesar Chavez High School	Dr. Tamar Asatryan Special Assistant for Strategic Initiatives	tasatryan@fieldinstitute.org 661-823-8826

Plan Summary [2024-25]

General Information

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

EPIC de Cesar Chavez, is an adult serving WASC accredited charter school that is the high school program of the non-profit organization Farmworker Institute for Education and Leadership Development (FIELD). Cesar Chavez founded FIELD in 1978 as the educational branch of the farmworker movement. By 2002, the mission had evolved to provide English as a Second Language (ESL) classes to the rural workers that were served by the farmworker union and to promote economic and social prosperity to low wage, low skilled workers and their families. By 2014, it was clear that the students served by FIELD were in need of completing a high school diploma in order to obtain financial security for their families, thus that year FIELD submitted the initial application for authorization of a charter high school to serve these students.

Enrollment varies seasonally in part due to the students who are adults and who predominantly live in rural communities and who work in agriculture related occupations. EPIC serves students who historically would otherwise not have an opportunity to complete a high school diploma by providing an academic program that is focused on remediation, basic skill development, and credit recovery leading to a high school diploma. EPIC students are educationally disadvantaged students with limited English language abilities who lack a high school diploma and/or are high school dropouts who attended school in the United States but never completed a high school diploma program. Students come to EPIC with differing needs and with different totals of credits completed at other high schools. Some students who enroll in EPIC need as few as one or two classes to complete the graduation requirements while other students enroll in EPIC with no high school

credits and start from the beginning. Also, some students who enroll in EPIC are ready for the rigor of high school classes while other students have some or very little formal education and need remedial instruction and/or multiple supports.

Since the school's initial opening, students have been taught in a traditional classroom setting with instructors who are culturally aware of the students' backgrounds and academic struggles. EPIC provides an educational program designed to meet the academic and career technical education needs of its Workforce Innovation & Opportunity Act Type II funded participants. Curriculum delivery is individualized, English intensive, aligned with California State Standards, as well as Adult Learning Standards.

EPIC provides students with eight Career Technical Education Pathways: Early Childhood Education, Building Construction, Solar, Natural Resources, Recycling, Business, Fire Science, Agriculture. Each student is supported in completing an Individual Learning Plan that outlines their past academic accomplishments, their current classes, and their academic pathway choices. In addition to direct instruction, EPIC also offers students the opportunity to take A-G approved courses online through the Cyber High program from Fresno County Office of Education. Students are encouraged to take as many A-G courses as possible in order to prepare for transition to a Community College or a 4-year university. Students are also encouraged to complete certifications in the trades through our CTE programs.

EPIC de Cesar Chavez high school was approved as an alternative charter high school authorized through the Nevada County Office of Education that currently serves on average between 500 and 800 students in 19 self-contained classes in learning centers located in the rural and underserved communities in California. Enrollment varies seasonally in part due to the majority of students who are rural adults who work in agriculture. EPIC's academic program is focused on remediation, basic skill development, and credit recovery leading to a high school diploma for students over the age of 18. 100% of the students are 18 years of age or older. The majority of the student population is made up of students who identify as Hispanic – 96.36%, Black – 1.52%, White (non-Hispanic) – .91%, Asian (non-Hispanic) – .91%. Any other state identified subgroups [EC Section 2052(a)(2)(3)], including other ethnic groups and students with disabilities, are not numerically significant.

FIELD's mission is "to empower the underserved to become self-sufficient". EPIC students are taught in a traditional school setting with credentialed instructors who understand their cultural background and academic struggles. Curriculum delivery is intensive, aligned with California State Standards, the College and Career Readiness Standards, Career Technical Education standards, and assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests for adult learners.

Reflections: Annual Performance

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

The EPIC de Cesar Chavez learning community is committed to creating a culture of on-going, continuous improvement by using FIELD's driving force, relationship building, to accomplish the school's mission of "Empowering the Underserved to be Self-Sufficient." Strategies for 2024-25 Local Control and Accountability Plan for EPIC de Cesar Chavez High School include a reflection on the school's strengths and needs, an open dialogue between learning partners, holding each other accountable for excellence, and a commitment to creating the best learning environment possible. The California Department of Education's (CDE) annual performance measures do not always reflect the

outcomes of EPIC students as EPIC is classified as a Dashboard Alternative Status School (DASS) that can provide alternative measures of student outcomes. EPIC de Cesar Chavez is one school with 19 locations throughout the state of California in the 2-23-24 school year. Each location is not considered a separate school, but rather the data that identifies the unduplicated pupil numbers is drawn from all locations within one school. The performance levels of all student groups are reported through EPIC, including the low performance levels noted below.

According to the California Department of Education Dashboard data, EPIC had a 18.7% federal graduation rate for the 2022-23 school year. As an approved California Dashboard Alternative School Status school, EPIC is qualified to use alternative measures for student outcomes. This includes a one year cohort for measuring graduation rates. As such, EPIC's graduation rate for the 2022-23 school year is actually 71%. This number is reported in the "view more details" section of this indicator on the Dashboard. During the 2023-24 school year, 65.3% of the one year cohort of 12th graders graduated with a high school diploma. Other Dashboard data is not available due to limited numbers of students and student groups for each category. There are only two categories for which data is available: Hispanic, and Socioeconomically Disadvantaged. All the other student group category numbers are not significant.

Alternative metrics used to measure student growth and improvement for EPIC students that are not indicated on the Dashboard include the Renaissance STAR tests for Reading and math, the Comprehensive Adult Student Assessment System (CASAS), the English Language Proficiency Assessments for California (ELPAC) test for English Learners in California, Renaissance "myOn" Reading program assessments, and tests passed with credits earned in the online Cyber High program. The following alternative measures include state, local, and normative data, including student survey self-reported results.

- There have been no suspensions of EPIC students in the 2022-23, and 2023-24 school years, thus that color indicator for EPIC is blue.
- In addition, the Dashboard Local Indicators have a "Not Met" status reported. EPIC administration missed uploading the information due to access issues with my CDEconnect. The lack of access to the system left administrators with no opportunity to upload the local indicators. These indicators should have read "Met". The LCAP was presented at a board meeting and along with it a review of the Local Indicators and approved..
- The College and Career indicator on the Dashboard is listed as "Very Low" with a reported .3% prepared. A high number of EPIC students are focused on obtaining a high school diploma, although some do go on to colleges, and Career Technical Education certifications. Per 228 students who responded to the survey conducted in May 2024, 53.7% said they enrolled in EPIC to earn a high school diploma. 37.3% said they were interested in continuing their education at a California Community College, and 29.6% said they will promote to a better position at work.
- Since less than 1% of EPIC students take the ELPAC test due to age limits, California's process for reclassification from English Learner to English Proficient does not apply to EPIC students.
- CASAS student outcome averages surpassed the State of California Goals and Averages in all categories except Adult Secondary Education - High level (33.3%) which is 2 percentage points below the California state average (35.3%) in this category. This correlates with the very low levels of A-G course completion rates. The 2024-25 LCAP has added action steps to improve students'

access to a broad course of study, in particular by adding A-G course options for direct instruction by teachers. Currently students can take A-G approved courses through the online educational program "Cyber High" that is provided through the Fresno County Office of Education. Of the 1,576 courses that students completed on Cyber High, 690, or 43.7% were A-G approved courses.

- Other indicators of progress toward academic growth are measured with the CASAS tests in English and Math. Students are assessed quarterly using the standardized CASAS test system that measures academic growth in Educational Functioning Levels (EFL). The quarterly CASAS testing was able to capture a significant number of student outcomes as measured by growth in EFL. Academic achievement is defined as growth of one or more EFL per year as measured by the CASAS competencies.

65% of the students taking the pre and post tests increased one or more EFL in math. 67.06% of the students taking the pre and post tests increased one or more EFL in Reading.

- The internal Student Information System (TOPSPRO Enterprise) reports show that the total average percentage of students who were able to complete a pre and post test (Table 4B) attained growth of at least one EFL in the 2022-23 year was 85.5%. The data for 2023-24 is not yet available on the CDE website.
- EPIC is no longer targeted as a Comprehensive Support and Improvement (CSI) school for low graduation rate, but now considered a school that is eligible for Additional Targeted Support and Improvement (ATSI) and will continue working to improve graduation rates for its students by implementing or adjusting the academic and personal support given to students.
- The student outcomes from the Renaissance STAR test and "myOn" program assessment results indicated the need for a more concentrated instructional effort to boost English Language Proficiency, particularly reading, starting with the below basic non-reading levels. Only 11.6% of the students reached the State of California benchmarks in grade level reading.
- EPIC continues to partner with its authorizer, Nevada County Superintendent of Schools, to provide Special Education services as part of its SELPA. Although the numbers of students still on an IEP when they enroll in EPIC are less than 1%, services continue to be provided for them.
- The State of California's indicator for "Parental Participation" does not apply to EPIC students as 100% of the students are over the age of 18, and many have families of their own. In order to help students overcome the barrier to attendance caused by childcare needs, EPIC has committed to provide Childcare centers at the school sites that serve two purposes: 1) childcare for students with children, and 2) training centers for EPIC students taking Early Childhood Education Career Technical Education (CTE) classes.
- The overall attendance rate 62.5% which means that 37.5% of EPIC students struggle to maintain consistent attendance. Academic Intervention systems, additional counseling staff, and child care classes, among other interventions are being added in order to decrease the students' barriers to attendance. Per the student survey collected in May 2024, 34.7% of the students indicated that they could attend class regularly. The other 65.3% have barriers to attendance.

Reflections: Technical Assistance

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

The Nevada County Superintendent of Schools office has assisted EPIC administration and staff with SELPA, LCAP trainings, CSI Intervention (although EPIC is no longer under this Comprehensive Support and Intervention program for which EPIC qualified due to a reported low 4-year cohort graduation rate), and other trainings. EPIC has received technical assistance from the Western Association of Schools and Colleges for the re-accreditation process. ATSI Additional Targeted Support and Improvement support through webinars, Prop 28, credentialing, and fiscal services from the authorizer Nevada County Superintendent of Schools Office.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher surveys, meetings, PLCs, Professional Development sessions, School Site Team meetings
Students	Student climate surveys, student Needs Assessment survey
Administrators	Stakeholder surveys, Board meetings, Teachers on Special Assignment meetings
School Staff	Staff surveys, School Site Team meetings, Counselor meetings, Student Services meetings
Parents	As 100% of EPIC students are over the age of 18, parental involvement does not apply
CTE Advisory Committees	Bi-annual CTE advisory committee meetings to review and recommend curriculum, job market info, post high school student placement
Nevada County Superintendent of Schools Office	LCAP Trainings, SELPA support, LCAP feedback from administration
College and University Partners	Student Presentations
College of the Siskiyous	ESL/ELD transition support
Bakersfield College	ESL/ELD transition support, and CTE Pathways certification

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

The feedback from EPIC's educational partners was analyzed for concerns, goals, action steps, and budgetary needs. There were numerous meetings with teachers, surveys conducted, Professional Development sessions, and Professional Learning Committee (PLC) sessions held to discuss students outcomes and needs.

The specific Equity Multiplier focus goal was developed as a result of two teacher/staff/admin meetings in which they met in small groups to discuss student needs, and recommend goals, and as a result of student and staff surveys.

EPIC received support and training from Nevada County Superintendent of Schools throughout the year when there were questions or when there was a necessity to receive updates and training opportunities.

EPIC collaborated with Bakersfield College starting in December of 2023 and met at least once a month with BC throughout the rest of the year.

EPIC also collaborated with the College of Siskiyous multiple times throughout the year, particularly in reference to the needs of the English Learners.

PLCs were provided to the instructional, certificated, administrative, and classified staff on a monthly basis.

Each CTE pathway teacher met twice a year with their advisory committees and those meetings were conducted at different times of the year depending on the pathway.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to a broad course of study that is relevant and rigorous and aligned to state standards with the necessary instructional materials and technology that leads to the attainment of a high school diploma with college and career readiness skills, under instruction provided by credentialed teachers in facilities that meet local health and safety requirements.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

After meeting with teacher and administrative committees, and an analysis of survey results, the student needs listed in these action steps were identified to include ongoing technology support, updated curricular materials,

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed Teachers with English Learner Authorization	90% fully credentialed teachers (2 mis-assignments out of 26 classroom teachers)			100% appropriately credentialed teachers with EL authorization	
1.2	Technological Devices for Students	33% of students have updated student computer devices and 5% have student headphones			100% updated student computer devices and 50% student use of headphones	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Standardized Technological Devices for Teacher use in Classrooms	70% of classroom teachers provided with standard technological equipment to include updated computer devices, charging stations, carrying case, and projectors, and printer use			100% of classroom teachers provided with standard technological equipment to include updated computer devices, charging stations, carrying case, and projectors, and printer use	
1.4	Supplementary Technological Devices for Teacher use in Classrooms	70% of classroom teachers provided with supplementary technological equipment to include document cameras, cameras, cases, tripods, interactive whiteboards			100% of classroom teachers provided with supplementary technological equipment to include document cameras, cameras, cases, tripods, interactive whiteboards	
1.5	Reliable Internet Access for Use in Classrooms	80% of classroom sites with reliable Internet access			100% of classroom sites with reliable Internet access	
1.6	Reliable Internet Access for Student Use Outside of Classrooms	20% of students do not have reliable Internet access			100% will have reliable Internet access	
1.7	Online Educational Programs for English Language Development	0% of students have access to an online ELD digital language learning system subscription			100% of students have access to an online ELD digital language learning system subscription	
1.8	Online Supplemental Educational	40% of students accessed and used			80% students access and use	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Subscriptions for Broad Course(es) of Study	Renaissance myOn, HMH, and other supplemental educational subscriptions in 2023-24			Renaissance myOn, HMH, and other supplemental educational subscriptions	
1.9	Student Training in Use of Technology	Only one technology training class provided for students in 2023-24 in EPIC classes			Two specific classes provided per school year for 75% of students	
1.10	Instructional Staff Training in Use of Technology	One technology training Professional Development provided for instructional staff in 2023-24			Five trainings per school year in the use of technology	
1.11	Online Student Learning Management System	30% consistent EPIC student use of the online MLS			90% consistent EPIC student use of the online MLS	
1.12	Maintenance of Technology	1 consultant available for computer devices and Internet maintenance for classroom instruction, inventory systems			2 FTE staff members available for computer devices and Internet maintenance for classroom instruction, inventory systems	
1.13	Instructional Assistants	13 Instructional Assistants available to assist students in each classroom on a daily basis			1 per class with student population \geq 20 students enrolled	
1.14	Instructional Coaches for Teachers	No teacher coaches available in each region to work with teachers on a weekly basis			1 coach per region to meet with each teacher weekly	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Reading Proficiency Renaissance myOn Program	25% of students increased one (1) grade level and/or lexile level higher in reading proficiency as measured by the Renaissance Learning myOn online program in 2023-24			50% students increase one (1) grade level and/or Lexile level higher in reading proficiency	
1.16	English Language/Reading Specialists for At Risk Beginning Literacy and Non-Reading Students	64.5% of students scored at the Beginning Literacy Educational Fluency Level in English proficiency as measured by the CASAS test in the 2022-23 school year.			20% of non-reading students score at the Beginning Literacy Educational Fluency Level in English proficiency as measured by the CASAS test	
1.17	Reading Proficiency Phonics Training for Teachers of Non-Readers	50% of credentialed teachers trained in phonics instruction their Multiple Subject credential programs			100% of teachers provided with training in phonics instruction for adult non-readers.	
1.18	English Reading Proficiency Growth by Educational Fluency Level	33% of students who tested at the Adult Secondary Education Level - High, increased one EFL or more as measured by the CASAS test administered in 2022-23.			50% of students who test at the Adult Secondary Education Level - High on the CASAS test, increase one EFL. 100% of students who assess at the Beginning Literacy Educational Fluency Level in English proficiency have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					targeted curriculum at this level	
1.19	Reading Proficiency Phonics Textbooks for Non-Readers	There are currently no adopted phonics textbooks for non-readers.			100% of students who assess at the Beginning Literacy Educational Fluency Level in English proficiency have access to textbooks at this level	
1.20	Broad Course of Study - Cyber High	1576 total individual courses taken though Cyber High in 23-24 of which 690 were A-G courses.			students who earn credits through the online Cyber High program	
1.21	Broad Course of Study - Completion of Graduation Requirements	71% of 12th graders completed graduation requirements within one year of enrollment in 2022-23			90% of 12th graders complete graduation requirements within one year of enrollment	
1.22	Broad Course of Study A-G Completion	.3% completion rate of A-G classes as reported on the Dashboard College and Career Indicator that is "Very Low"			20% completion rate of A-G classes as reported on the Dashboard College Career Indicator	
1.23	Broad Course of Study A-G Course Outlines	There are currently no A-G eligible courses taught through direct instruction aside from Cyber High courses			5 A-G eligible courses created and Board approved	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Secure Safe Facilities	16% of school sites require security personnel and 100% of sites require security systems			5% of school sites with security personnel and 100% with security systems	
1.25	Technology and Educational Materials Inventory and Storage Systems	10-15% of classrooms have a system in place			100% classrooms have an inventory system in place	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers with	Hire bilingual, bicultural, and/or culturally trained fully credentialed and appropriately assigned classroom teachers with an EL authorization for the	\$2,175,350.00	No

Action #	Title	Description	Total Funds	Contributing
	English Learner Authorization	97% of EPIC students who are English Learners, including Adult English Learners		
1.2	Technological Devices for Students	In an increasingly technologically driven society, students need to complete a broad course of study leading to a high school diploma with technology skills to ensure college and career readiness. To do so, students need 1:1 access to a computer device such as a Chromebook. Currently 33% of students have updated devices to use in the classroom and at home. EPIC will purchase updated computer devices for students.	\$100,000.00	No
1.3	Standardized Technological Devices for Teacher Use in Classrooms	All EPIC classroom teachers will be provided with basic technological devices for their use in the self-contained classrooms in order to implement a broad course of study for all students, of whom 97% are English Learners. This includes standard technological equipment such as updated computer devices, document cameras, charging stations, carrying case, and projectors.	\$80,000.00	No
1.4	Supplementary Technological Devices for Teacher Use in Classrooms	All EPIC classroom teachers will be provided with supplementary technological devices for their use in the self-contained classrooms in order to implement a broad course of study for all students, of whom 97% are English Learners. This includes supplementary technological equipment such as cameras, cases, tripods, printers, and interactive whiteboards.	\$40,000.00	No
1.5	Reliable Internet Access for Use in classrooms	EPIC classrooms require reliable accessible and functioning Internet in order to provide access to all the online educational programs critical for, and supplementary to, the basic curriculum. Reliable Internet services will be provided to all classroom sites.	\$55,200.00	No
1.6	Reliable Internet Access for Student	Students who indicate a need for reliable internet access will be provided with a hotspot for use at home in order to provide continuous access to the Learning Management System, and online resources.	\$48,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Use Outside of the Classrooms			
1.7	Online Educational Programs for English Language Development	Provide supplemental online technology based academic resources such as Padlet, Math and Science (Renaissance), Zoom, and other programs as needed for students. This includes to utilize teacher Professional Learning Community time and learning time to provide training sessions for instructional staff to be able to use the online educational resources needed to assist 97% of unduplicated student body who are English Learners	\$15,000.00	Yes
1.8	Online Supplemental Educational Subscriptions for a Broad Course of Study	Students are provided with online resources that support the growth of English language proficiency in all subject matter through the use of programs such as Renaissance myOn, HMH and other educational subscriptions.	\$15,000.00	No
1.9	Student Training in Use of Technology	90% of the teaching staff indicated that their students needed initial and ongoing training in the use of technology and the Internet. Summer training days will be made available to students, and technology tutors or assistants will be made available during the school year.	\$32,760.00	No
1.10	Instructional Staff Training in Use of Technology	Teachers and aides will receive continuing professional learning in the Canvas LMS, and the online educational resources provided to EPIC students at all student academic proficiency levels.	\$20,000.00	No
1.11	Online Student Learning Management System	The LMS Canvas currently in use will continue to be provided for teachers to deliver class coursework and resources to their students many of whom need to access class resources from home, or after work hours.	\$14,684.00	No
1.12	Maintenance of Technology	Technological devices such as laptops, cameras, projectors, and reliable Internet access require ongoing maintenance in order to meet students' academic needs, priorities, and planned educational objectives	\$108,160.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Instructional Assistants	Bilingual Instructional Assistants will be hired to assist teachers particularly with English Learner instruction, and to assist students with low levels of prior educational experience, either synchronously or in class	\$460,698.00	Yes
1.14	Instructional Coaches for Teachers	Coaches will work directly with classroom teachers to identify various supplemental materials specific to closing the academic gap for students from low income backgrounds, English Learners, and help to ensure access to the core curriculum in English language arts, English language development, science, and mathematics for students	\$292,297.00	No
1.15	Reading Proficiency Renaissance myOn Program	Online reading program will continue to be implemented in every classroom to increase English proficiency growth as measured by Lexile level and/or grade level growth	\$27,208.00	Yes
1.16	English Language/Reading Specialists for At Risk Beginning Literacy and Non-Reading Students	64.5% of non-reading students scored at the Beginning Literacy Educational Fluency Level in English proficiency as measured by the CASAS test in 2022-23. Teachers have identified a need to provide instruction at the basic phonics level for non-readers. ELD Specialists are needed to work directly during pull-out sessions with these students.	\$486,720.00	Yes
1.17	Reading Proficiency Phonics for Non-Readers	Non-reading students, and low achieving students who completed minimal educational levels in their home countries have a specific need to be educated in basic reading skills in order to meet their educational goals for career success. Educational programs at this level will be purchased.	\$10,000.00	Yes
1.18	English Reading Proficiency Growth by Educational Fluency Level	97% of EPIC students are English Learners as measured by the California English proficiency test ELPAC, and the CASAS assessment system, or teacher criteria, and are in need of improving English proficiency in order to successfully complete a high school diploma, and meet college and career goals. Support will be provided for this.	\$131,628.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Reading Proficiency Phonics Textbooks for Non-Readers	Adopt, replace, and/or provide sufficient pre-reading instructional materials that align with Common Core State Standards, and adult education standards: CCRS, ELPS, CASAS Competencies, and include bilingual support materials.	\$10,000.00	Yes
1.20	Broad Course of Study - Cyber High	Continued use of the online educational program, Cyber High, that is obtained through the Fresno County Office of Education, and is the system used to provide A-G approved courses to EPIC students.	\$9,600.00	No
1.21	Broad Course of Study - Completion of Graduation Requirements	Students who enroll as 12th graders, and who have completed the necessary number of course credits in their previous schools, are able to complete all graduation requirements within one year as a 1-year cohort with direct support from staff. Only 71% of 12th graders completed graduation requirements within one year of enrollment in 2022-23. 29% did not. Support will be provided for these actions.	\$280,241.00	No
1.22	Broad Course of Study - A-G Completion Rate	EPIC coursework does not provide enough in-class direct instruction courses to students who want to complete the A-G college entrance requirements, thus there is a need to provide ongoing course outline updates, textbook purchases, and hiring or assigning of subject specific teachers to work in the self-contained multi-subject classrooms. .3% completion rate of A-G classes as reported on the Dashboard College and Career Indicator that is "Very Low". Support will be provided for these actions.	\$13,520.00	Yes
1.23	Broad Course of Study A-G Course Outlines	There are currently no Board approved, and UC approved A-G eligible EPIC courses taught through direct instruction. A-G approved courses have to be taken through the online Cyber High program, or have been taken at students' previous high schools of attendance. EPIC will provide teacher time and materials to create these classes.	\$21,800.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have an equitable opportunity to learn in a safe, culturally responsive school environment that promotes physical, mental, social, and emotional wellness to increase attendance, retention, and completion of credits by engaging students in educational programs to prepare students and support behaviors that contribute to better learning outcomes and post secondary placements	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 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EPIC students enroll in this alternative education program as a result of not having completed enough credits to earn a high school diploma. XX% are also from a socioeconomic disadvantaged background and may have families of their own that they have to work to support while attending classes. Because of these factors, chronic absenteeism is historically high. For the 2023-24 school year it was at 62.5%. Retention of students as measured with drop-out data from enrollment through to completion of the school year averages XX%. These unique needs that EPIC students have require intensive counseling for mental social and emotional wellness through multi-tiered interventions, family support, study and organizational skills, and college and career guidance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Counseling Personnel	Counselor to student ratio is 1:125			Continuing 1:125 counselor to student ratio	
2.2	School Site Team Meetings	2 SST meetings scheduled to be held			2 SST meetings to be held monthly	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monthly by classroom, but not always conducted				
2.3	1:1 Student Counseling Meetings	No scheduled weekly 1:1 student to counselor meetings per classroom site			5 weekly 1:1 student to counselor meetings per classroom site	
2.4	Individualized Learning Plans	100% of students are scheduled to complete annual ILP objectives			100% of students complete and update annual ILP objectives	
2.5	Counseling Workshops	24% of students access available counseling workshops			50% of students access available counseling workshops	
2.6	Academic Advisors	4 academic advisors available to students for weekly meetings			1 Academic Advisor per 100 students per region	
2.7	Career Technical Academic Counselor	There are no dedicated CTE counselors and/or academic advisors			1 FTE counselor dedicated to CTE	
2.8	Student Attendance Improvement	School-wide Attendance as recorded on 6/12/24 in the SIS is 62.5%.			Increase school-wide daily attendance percentage to 75%	
2.9	College and Career Guidance	13 school-wide presentations: College Fairs, Visits, presentations provided to students total			Two presentation per month per region per school year for a total of 20 counseling presentations	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	College and Career Guidance for Career Technical Education	55% of students enrolled in Work Experience and/or CTE classes as compared to all students			75% students enrolled in Work Experience and/or CTE classes as compared to all students	
2.11	School Psychologist Services	1% of time school psychologist meets with EPIC students			10% of time school psychologist meets with EPIC students	
2.12	Multi-Tier Student Intervention System	1% of students who met 1:1 monthly with a counselor per MTSS plan as compared to all students			5% of students monthly who meet 1:1 with a counselor per MTSS plan as compared to all students	
2.13	Outreach and Retention Specialist	No student retention specialist currently employed to provide direct student services through a dedicated student attendance review committee			One full-time student retention specialist to provide direct student services through a dedicated student attendance review committee	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Personnel	Continuing credentialed counselors hired and available to serve the academic, social, personal, and career needs of EPIC students. There is a need to maintain current staff and/or increase staff as needed to meet the needs of current and projected increase in unduplicated students, in particular English Learners.	\$241,095.00	No
2.2	School Site Team Meetings	School Site Team meetings to be led by the school counselor and held monthly to discuss and determine interventions for at-risk students, and analyze any results of those interventions	\$144,657.00	No
2.3	1:1 Student Counseling Meetings	EPIC will provide 1:1 student to counselor meetings at all school sites to work on Individualized Learning Plans, college and career interests, personal or social needs, and to assist with student decision making, and social skill building	\$96,438.00	No
2.4	Individualized Learning Plans	Students will meet with counselors to create an educational plan based on their college and career objectives, and graduation requirements	\$96,438.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Counseling Workshops	Counselors will provide ongoing workshops on a variety of subjects such as financial aid for college, study skills, stress and emotional wellness, test taking strategies, meeting family needs, and the like.	\$101,438.00	No
2.6	Academic Advisors	Academic Advisors will assist the counseling staff with counseling goals and are available to meet 1:1 with students on a regular basis	\$53,336.00	No
2.7	Career Technical Education Academic Counselor	Dedicated CTE counselors or academic advisors will provide guidance to students enrolled in the career preparation programs to assist with completion of the CTE pathways	\$51,376.00	No
2.8	Student Attendance Improvement	School-wide consistent attendance average as recorded on 6/12/24 in the SIS is 62.5%, and in the "red" on the Dashboard indicator. Interventions will continue to be provided to assist students with their concerns and needs in order to improve attendance and eliminate barriers to their attendance	\$40,560.00	No
2.9	College and Career Guidance	Counselors will provide College Fairs, Job Fairs, college and workplace visits, career presentations, and the like to assist students with decision making regarding their future post high school plans	\$5,000.00	No
2.10	College and Career Guidance for Career Technical Education	Students will be enrolled in Work Experience or Career Technical Education classes in EPIC that results in post secondary career and college placements. There is a need to maintain current staff and/or increase staff as needed to meet the needs of current and projected increase in unduplicated students	\$78,000.00	No
2.11	School Psychologist	Continue to hire a school psychologist, or crisis intervention staff, to meet students' needs and support the trauma-informed practices of school staff. A part-time or full-time school psychologist and/or crisis intervention team will be hired.	\$12,523.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Multi-Tier Student Intervention System	Teachers will continue to initiate the MTSS process with referrals of at-risk students to student counseling staff. Counselors will continue to conduct the follow-up process steps that increase incrementally.	\$2,040,053.00	No
2.13	Outreach and Retention Specialist	65.3 of students surveyed indicated that they had barriers to school attendance that prevented them from daily and consistent attendance. Staff specializing in outreach directly to students who have barriers to attendance will be hired to support students and assist with removing these barriers.	\$65,316.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students, including at-risk and targeted students, will participate an integrated approach to instruction that combines the academic, English Language Development and Career Technical Education pathways as part of a total educational program that promotes the students' college and career preparation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional Development for Program Integration	There were no Professional Development sessions dedicated to EPIC, ESL, and CTE teacher collaboration for integration planning			One full day dedicated to EPIC, ESL, and CTE teacher collaboration for integration planning + 17 PLC sessions	
3.2	Curriculum Alignment	No time allotted to EPIC, ESL, and CTE teachers to meet to			6 hours per month allotted to EPIC, ESL, and CTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		align curriculum that meets objectives from all three programs			teachers to meet to align curriculum that meets objectives from all three programs	
3.3	Integrated Co-Teaching	No EPIC, ESL, or CTE teachers collaborated or co-taught in EPIC classrooms in the 2023-24 school year			50% of EPIC, ESL, and CTE teachers collaborate or co-teach in EPIC classrooms	
3.4	Facility Upgrades for Integration Purposes	No classroom facilities were analyzed, adapted and outfitted for integrated teaching			100% of classroom facilities analyzed, adapted and outfitted for integrated teaching	
3.5	Updated Technology	No Interactive whiteboard devices in the classrooms			100% of classrooms with interactive whiteboard devices	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development for Program Integration	Teachers from all three programs, EPIC, ESL, CTE, will meet to plan and strategize program integration within the EPIC classroom.	\$504,288.00	No
3.2	Curriculum Alignment	Teachers from all three programs will meet to vertically and chronologically align their curriculum maps, course outlines, objectives, and teaching materials	\$18,203.00	
3.3	Integrated Co-Teaching	Time will be provided for the adult ESL teacher and the CTE teacher(s) to be present in the CTE and EPIC classrooms to assist with bridging the English Learners' vocabulary and concept development to meet Adult Secondary Level fluency.	\$198,377.00	
3.4	Facility Upgrades for Integration Purposes	Each EPIC classroom will be equipped with the furniture, materials, technology and labs needed for the integration of the English Language Development, EPIC, and Career Technical Education educational programs	\$173,009.00	
3.5	Updated Technology	Classroom technology and devices will be provided and/or updated in all classrooms with an Integrated Education Program in order to collaborate with co-teachers in CTE and/or ESL.	\$23,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students will benefit from instruction guided by student CASAS and Renaissance STAR assessment data results, and ongoing programmatic evaluation.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CASAS Administration and Implementation	88.5% of EPIC students took the CASAS test in 2023-24			100% of EPIC students take the CASAS test every year	
4.2	Professional Development for Data Driven Instruction	0% of PD specific to data informed instruction using the CASAS Skills Profile reports			80% of PD specific to data informed instruction using the CASAS Skills Profile reports, and other reports	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CASAS Administration and Implementation	Administration of CASAS testing will continue for all students and training for teachers will be provided in the use of the data obtained from the CASAS Skills Profile.	\$311,917.00	No
4.2	Professional Development for Data Informed Instruction	Administrative and/or testing personnel will provide training about how to read the students' CASAS and Renaissance STAR test results, and how to use this information for lesson preparation, student engagement, and instructional practices	\$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2890683	\$387354

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
45.940%	0.000%	\$0.00	45.940%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Online Educational Programs for English Language Development</p> <p>Need: 97% of students have been identified as English Learners.</p> <p>Scope:</p>	Due to the multi-levels of student English Proficiency in the self-contained classroom, teachers need to place students at their appropriate level for continued individualized growth in English language proficiency.	% of access, and use, of individualized online ELD programs by students and measurable growth in English language proficiency

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
	LEA-wide		
1.13	<p>Action: Instructional Assistants</p> <p>Need: By definition, EPIC is a DASS school, and students enroll deficient in meeting course requirements for earning a high school diploma in their previous schools, have lower levels of course completion, thus a Very Low rating on the California Dashboard College and Career Indicator. 97% of the students are English Learners, thus the need for 1:1 academic assistance. 25% of the students who tested at the Adult Basic Education level on the CASAS assessment, scored at the Beginning Literacy level.</p> <p>Scope: LEA-wide</p>	The 1:1 instructional assistants will provide small group instruction, translation of textbooks, vocabulary building activities, and tutor in areas of academic deficiency	Increased course completion rates by students
1.15	<p>Action: Reading Proficiency Renaissance myOn Program</p> <p>Need: 97% of EPIC students are identified a English Learners and need intensive intervention</p> <p>Scope: LEA-wide</p>	This program provides individualized reading opportunities and instruction in English Language Development for optimized academic growth in all subjects	myOn assessments will be given to measure growth in grade level increments and/or Lexile reading levels

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
<p>1.16</p>	<p>Action: English Language/Reading Specialists for At Risk Beginning Literacy and Non-Reading Students</p> <p>Need: 25% of the students who took the Adult Basic Education level of the CASAS test in 2023-24 scored at the Beginning Literacy level (153/611) as reported on the NRS Table 4B.</p> <p>Scope: LEA-wide</p>	<p>The reported Beginning Literacy score is taken from an average of all students who took the CASAS test from all school sites (LEA-wide)</p>	<p>EPIC will measure the growth of Beginning Literacy level students in one or more levels from Beginning Literacy to Beginning Basic or higher as measured by the CASAS test</p>
<p>1.17</p>	<p>Action: Reading Proficiency Phonics for Non-Readers</p> <p>Need: Some immigrant students who enroll at EPIC come with no or little formal education in their native countries and are unable to read at a basic phonics level in any language per teacher surveys, and test results.</p> <p>Scope: LEA-wide</p>	<p>Reading is fundamental to achieving a high school diploma and functioning in society, thus these low functioning students are located LEA-wide and require assistance to improve reading levels to be able to complete the academic work required.</p>	<p>Growth in grade level reading ability, and/or at least one or more Educational Functioning Levels</p>
<p>1.19</p>	<p>Action: Reading Proficiency Phonics Textbooks for Non-Readers</p> <p>Need: Some immigrant students who enroll at EPIC come with no or little formal education in their</p>	<p>Reading is fundamental to achieving a high school diploma and functioning in society, thus these low functioning students are located LEA-wide and require assistance to improve reading levels to be able to complete the academic work required.</p>	<p>100% of non-reading students will have access to instructional materials in phonics and show growth in one or more grade level/Lexile levels, and/or one or more EFL levels</p>

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
	<p>native countries and are unable to read at a basic phonics level in any language.</p> <p>Scope: LEA-wide</p>		
1.22	<p>Action: Broad Course of Study - A-G Completion Rate</p> <p>Need: College and Career Indicator that measures post high school preparedness is "very low" as reported on the CDE Dashboard.</p> <p>Scope: LEA-wide</p>	<p>Increased attention to all the students' course of study and exposure to college preparatory classes aim to increase college going rates can be accomplished by assigning qualified teachers with single subject credentials to teach those subjects within all the self-contained classrooms.</p>	<p>% of students who complete the A-G course of study pathway</p>
2.13	<p>Action: Outreach and Retention Specialist</p> <p>Need: 65.3 of students indicated that they had barriers to school attendance that prevented them from daily and consistent attendance.</p> <p>Scope: LEA-wide</p>	<p>This indicates that more than half of the students require assistance in removing barriers, at all school sites and in all regions.</p>	<p>Number of FTE staff dedicated to student outreach to reduce the number of of potential and actual drop-outs.</p>

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
<p>1.7</p>	<p>Action: Online Educational Programs for English Language Development</p> <p>Need: 97% of students have been identified as English Learners, including adult English Learners</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Utilize teacher Professional Learning Community time and learning time to provide training sessions for instructional staff to be able to use online educational resources that individualize instruction</p>	<p>% of students who test at the Adult Secondary Education Level - High on the CASAS test, will increase one EFL.</p> <p>% of students who assess at the Beginning Literacy Educational Fluency Level in English proficiency able to access individualized, targeted curriculum at their appropriate level</p>

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.

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.

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		EPIC de Cesar Chavez (17:363)
Staff-to-student ratio of certificated staff providing direct services to students		EPIC de Cesar Chavez (37:636)

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6292300	2890683	45.940%	0.000%	45.940%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,862,056.00	\$1,538,917.00		\$311,917.00	\$8,712,890.00	\$8,046,189.00	\$666,701.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed Teachers with English Learner Authorization	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$2,175,350.00	\$0.00	\$2,175,350.00				\$2,175,350.00	
1	1.2	Technological Devices for Students	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	
1	1.3	Standardized Technological Devices for Teacher Use in Classrooms	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
1	1.4	Supplementary Technological Devices for Teacher Use in Classrooms	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.5	Reliable Internet Access for Use in classrooms	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$55,200.00	\$55,200.00				\$55,200.00	
1	1.6	Reliable Internet Access for Student Use Outside of the Classrooms	All	No			Specific Schools: EPIC de Cesar Chavez		\$0.00	\$48,000.00	\$48,000.00				\$48,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
1	1.7	Online Educational Programs for English Language Development	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	2.3
1	1.8	Online Supplemental Educational Subscriptions for a Broad Course of Study	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.9	Student Training in Use of Technology	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$32,760.00	\$0.00	\$32,760.00				\$32,760.00	
1	1.10	Instructional Staff Training in Use of Technology	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.11	Online Student Learning Management System	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$14,684.00	\$14,684.00				\$14,684.00	
1	1.12	Maintenance of Technology	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$108,160.00	\$0.00	\$108,160.00				\$108,160.00	
1	1.13	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$460,698.00	\$0.00	\$460,698.00				\$460,698.00	71
1	1.14	Instructional Coaches for Teachers	All	No			Specific Schools:		\$292,297.00	\$0.00	\$292,297.00				\$292,297.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							EPIC de Cesar Chavez 9-12									
1	1.15	Reading Proficiency Renaissance myOn Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPPIC de Cesar Chavez 9-12		\$0.00	\$27,208.00	\$27,208.00				\$27,208.00	4.19
1	1.16	English Language/Reading Specialists for At Risk Beginning Literacy and Non-Reading Students	English Learners	Yes	LEA-wide	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12		\$486,720.00	\$0.00		\$486,720.00			\$486,720.00	
1	1.17	Reading Proficiency Phonics for Non-Readers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	1.54
1	1.18	English Reading Proficiency Growth by Educational Fluency Level	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$131,628.00	\$0.00	\$131,628.00				\$131,628.00	
1	1.19	Reading Proficiency Phonics Textbooks for Non-Readers	English Learners	Yes	LEA-wide	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	1.54
1	1.20	Broad Course of Study - Cyber High	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$9,600.00	\$9,600.00				\$9,600.00	
1	1.21	Broad Course of Study - Completion of Graduation Requirements	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$280,241.00	\$0.00	\$280,241.00				\$280,241.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.22	Broad Course of Study - A-G Completion Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$13,520.00	\$0.00		\$13,520.00			\$13,520.00	
1	1.23	Broad Course of Study A-G Course Outlines	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$16,800.00	\$5,000.00		\$21,800.00			\$21,800.00	
2	2.1	Counseling Personnel	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$241,095.00	\$0.00	\$241,095.00				\$241,095.00	
2	2.2	School Site Team Meetings	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$144,657.00	\$0.00	\$144,657.00				\$144,657.00	
2	2.3	1:1 Student Counseling Meetings	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$96,438.00	\$0.00	\$96,438.00				\$96,438.00	
2	2.4	Individualized Learning Plans	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$96,438.00	\$0.00	\$96,438.00				\$96,438.00	
2	2.5	Counseling Workshops	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$96,438.00	\$5,000.00	\$101,438.00				\$101,438.00	
2	2.6	Academic Advisors	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$53,336.00	\$0.00	\$53,336.00				\$53,336.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Career Technical Education Academic Counselor	All	No			Specific Schools: EPIC de Cesar Chavez 10-12		\$51,376.00	\$0.00	\$51,376.00				\$51,376.00	
2	2.8	Student Attendance Improvement	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$40,560.00	\$0.00	\$40,560.00				\$40,560.00	
2	2.9	College and Career Guidance	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.10	College and Career Guidance for Career Technical Education	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$78,000.00	\$0.00	\$78,000.00				\$78,000.00	
2	2.11	School Psychologist	All Students with Disabilities	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$12,523.00	\$0.00	\$12,523.00				\$12,523.00	
2	2.12	Multi-Tier Student Intervention System	All	No			Specific Schools: EPI de Cesar Chavez 9-12		\$2,040,053.00	\$0.00	\$2,040,053.00				\$2,040,053.00	
2	2.13	Outreach and Retention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$65,316.00	\$0.00	\$65,316.00				\$65,316.00	10.00
3	3.1	Professional Development for Program Integration	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$504,288.00	\$0.00		\$504,288.00			\$504,288.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Curriculum Alignment	English Learners Low Income			English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$17,203.00	\$1,000.00		\$18,203.00			\$18,203.00	
3	3.3	Integrated Co-Teaching	English Learners Low Income			English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		\$198,377.00	\$0.00		\$198,377.00			\$198,377.00	
3	3.4	Facility Upgrades for Integration Purposes	English Learners Low Income			English Learners Low Income			\$0.00	\$173,009.00		\$173,009.00			\$173,009.00	
3	3.5	Updated Technology	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$23,000.00		\$23,000.00			\$23,000.00	
4	4.1	CASAS Administration and Implementation	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$311,917.00	\$0.00				\$311,917.00	\$311,917.00	
4	4.2	Professional Development for Data Informed Instruction	All	No			Specific Schools: EPIC de Cesar Chavez 9-12		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6292300	2890683	45.940%	0.000%	45.940%	\$588,222.00	90.570%	99.918 %	Total:	\$588,222.00
								LEA-wide Total:	\$588,222.00
								Limited Total:	\$15,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Online Educational Programs for English Language Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12	\$15,000.00	2.3
1	1.13	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPIC de Cesar Chavez 9-12	\$460,698.00	71
1	1.15	Reading Proficiency Renaissance myOn Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPPIC de Cesar Chavez 9-12	\$27,208.00	4.19
1	1.16	English Language/Reading Specialists for At Risk Beginning Literacy and Non-Reading Students	Yes	LEA-wide	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12		
1	1.17	Reading Proficiency Phonics for Non-Readers	Yes	LEA-wide	English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12	\$10,000.00	1.54

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	1.19	Reading Proficiency Phonics Textbooks for Non-Readers	Yes	LEA-wide	English Learners	Specific Schools: EPIC de Cesar Chavez 9-12	\$10,000.00	1.54
1	1.22	Broad Course of Study - A-G Completion Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		
2	2.13	Outreach and Retention Specialist	Yes	LEA-wide	English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12	\$65,316.00	10.00
3	3.2	Curriculum Alignment			English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		
3	3.3	Integrated Co-Teaching			English Learners Low Income	Specific Schools: EPIC de Cesar Chavez 9-12		
3	3.4	Facility Upgrades for Integration Purposes			English Learners Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,296,690.00	\$3,023,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$524,282.00	524282.00
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Yes	\$829,401.00	829401
1	1.3	Purchase New Technology & Additional Tech Training	Yes	\$250,000.00	100000
1	1.4	Create a team that will meet at least every other month to review the LCAP	Yes	\$130,736.00	65368
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	Yes	\$425,048.00	425048
2	2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	Yes	\$561,563.00	561563
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Yes	\$575,660.00	518094

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2435356	\$2,927,832.00	\$2,777,388.00	\$150,444.00	100.000%	94.870%	-5.130%

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	1.1	Professional Development	Yes	\$524,282.00	524282	17.91	17.91
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Yes	\$729,401.00	729401	24.91	24.91
1	1.3	Purchase New Technology & Additional Tech Training	Yes	\$150,000.00	60000	5.12	2.05
1	1.4	Create a team that will meet at least every other month to review the LCAP	Yes	\$130,736.00	130736	4.47	4.47
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	Yes	\$425,048.00	425048	14.52	14.52
2	2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	Yes	\$392,705.00	392705	13.41	13.41
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Yes	\$575,660.00	515216	19.66	17.6

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5307636	2435356	0.00	45.884%	\$2,777,388.00	94.870%	147.198%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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