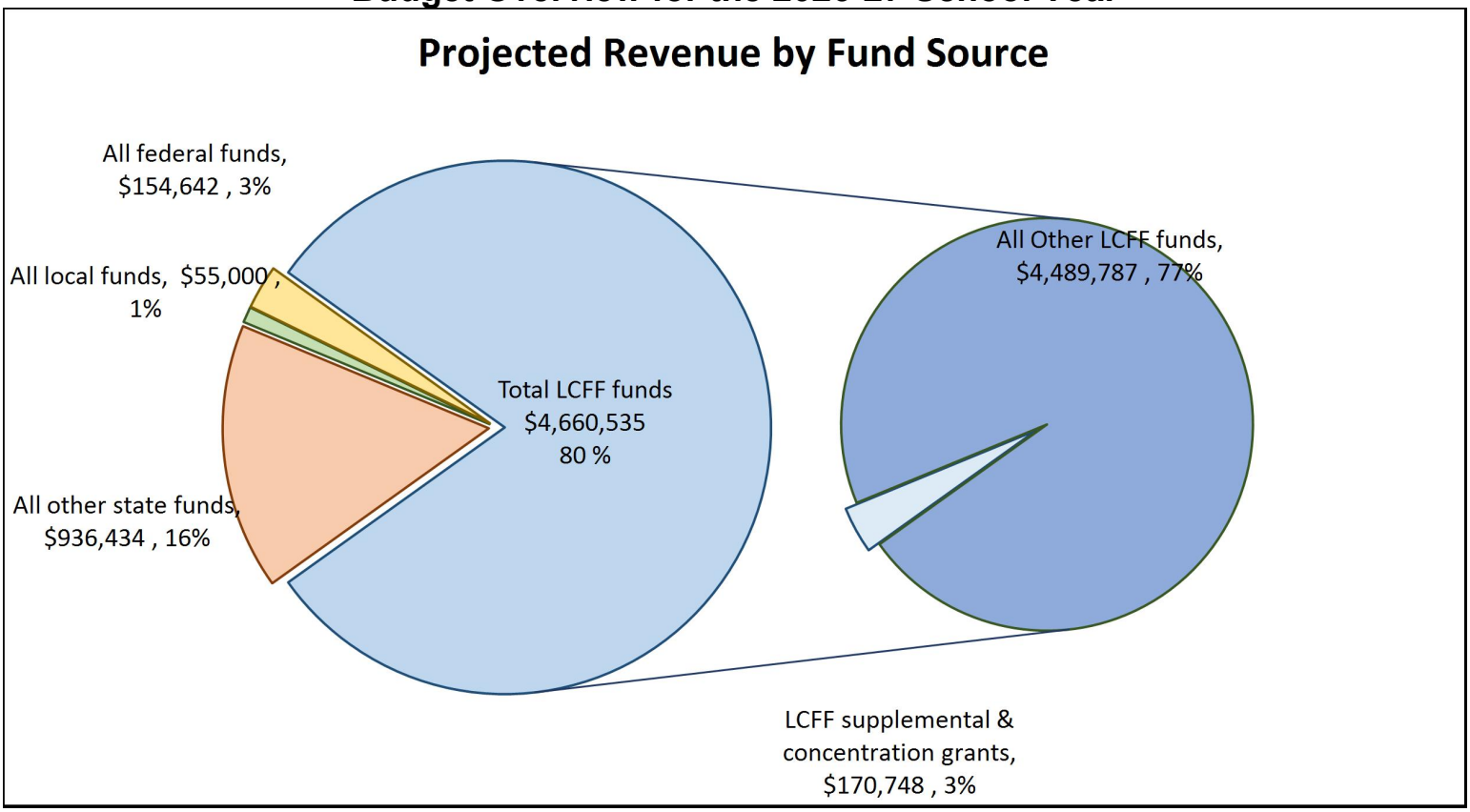
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Republic Leadership Academy Capistrano
CDS Code: 30 10306 0142224
School Year: 2026-27
LEA contact information:
Helen Suhr
Principal

949-298-6040

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

Budget Overview for the 2026-27 School Year

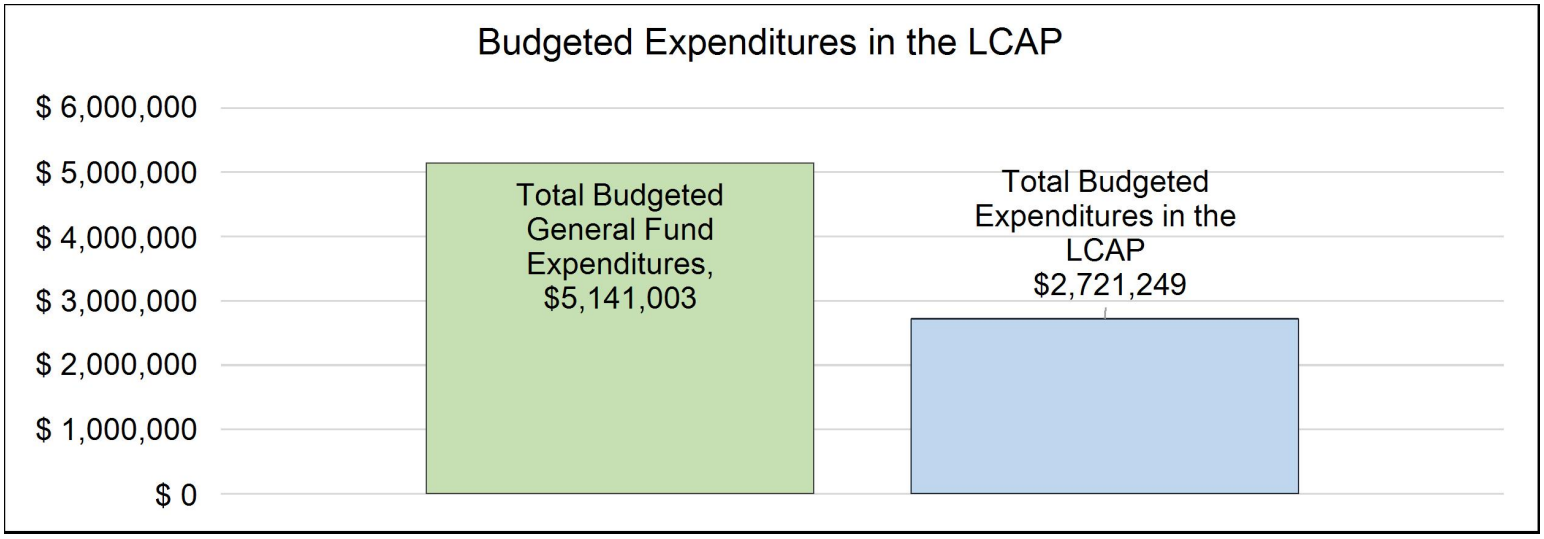


This chart shows the total general purpose revenue California Republic Leadership Academy Capistrano expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Republic Leadership Academy Capistrano is $5,806,611, of which $4,660,535.00 is Local Control Funding Formula (LCFF), $936,434 is other state funds, $55,000.00 is local funds, and $154,642 is federal funds. Of the $4,660,535.00 in LCFF Funds, $170,748 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 California Republic Leadership Academy Capistrano plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Republic Leadership Academy Capistrano plans to spend $5141003 for the 2026-27 school year. Of that amount, $2,721,249.00 is tied to actions/services in the LCAP and $2,419,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

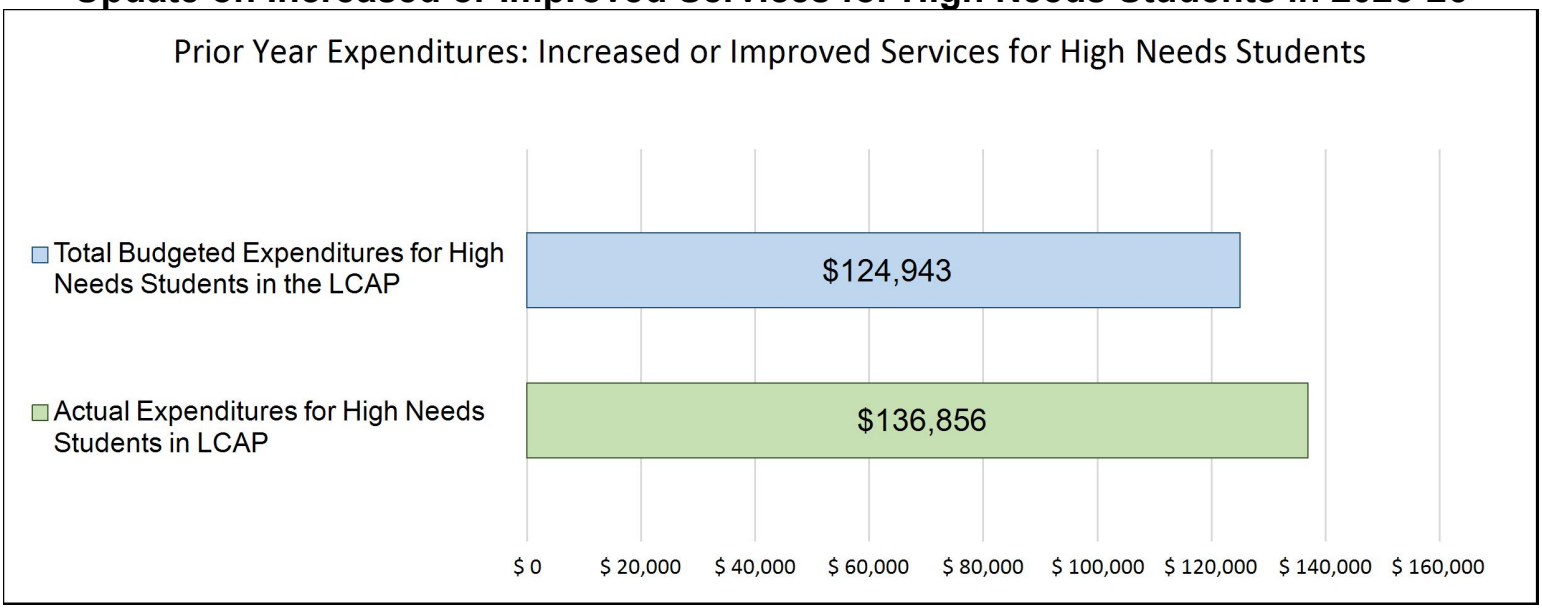
General fund budgeted expenditures that are not in the LCAP include some salaries, all benefits, uniforms, food, district oversight fees and operational expenditures including accounting, business services, bank charges, legal and financial fees and recruitment advertising.

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

In 2026-27, California Republic Leadership Academy Capistrano is projecting it will receive $170,748 based on the enrollment of foster youth, English learner, and low-income students. California Republic Leadership Academy Capistrano must describe how it intends to increase or improve services for high needs students in the LCAP. California Republic Leadership Academy Capistrano plans to spend $181099 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, California Republic Leadership Academy Capistrano's LCAP budgeted $124943 for planned actions to increase or improve services for high needs students. California Republic Leadership Academy Capistrano actually spent $136856 for actions to increase or improve services for high needs students in 2025-26.

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
California Republic Leadership Academy Capistrano	Helen Suhr Principal	helen.suhr@crlacapo.org 949-298-6040

Plan Summary [2026-27]

General Information

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

California Republic Leadership Academy is a new public charter Classical School, which opened its doors on August 17, 2023 in San Juan Capistrano (SJC). The school is located in Capistrano Unified School District in South Orange County. The neighboring community is suburban and was first founded in 1776, and it was incorporated as a city in 1961. According to the 2010 census, SJC is 56% White, 39% Hispanic or Latino, and 35% are of school age. In our second year of operations, the school served students in grades TK-6. As reported by the 25-26 DataQuest report, the breakdown of our student demographics is as follows: 329 enrollment, 7.9% 2 or more races, 15.2% Hispanic/Latino, 75.1% white, and less than 1% Black/African American, Asian, Filipino, and Pacific Islander. Additionally, we serve 11.2% students with disabilities, 20.7% students who are socioeconomically disadvantaged, and 0.3% English Learners. The Mission of the California Republic Leadership Academy is to develop the next generation of leaders in mind, character, and practice through a virtue-based education that leads a scholar to servant leadership through the pursuit of truth and the development of virtue and wisdom. California Republic Leadership Academy inspires and empowers the next generation of California's leaders to excel academically, to be proud Americans, proud Californians, and to impact the world with excellence derived from an education like that which produced the inspired servant leaders who founded our great nation.

A robust and content-rich curriculum provides the foundation for excellence in academics. Students come to a natural understanding of how morality has shaped the world from ancient history until now. Students are led and taught to see how people, decisions, and discoveries have created the world we live in today. Teachers provide unbiased instruction without an agenda, and they guide students to consider what those facts mean, encouraging students to ask questions. It is that spark of curiosity and a desire to know why which begins to instill a love of learning for our students. Critical thinking develops naturally, as students deeply consider what they've learned and try to make connections

to their lives and what matters to them. They also practice critical thinking as they analyze subjects like math, Latin, and grammar. One of the main purposes of Classical Education is to inspire & cultivate virtue and wisdom in our students. As classical educators, we have a high view of humanity. Children are intrinsically curious about human nature and the natural world, and a content-rich curriculum teaches facts about the world and people. Students reflect on and think critically about those facts. Classical Education supports an emphasis on language, mathematics, the teacher as the central and main instructor. Our goal is not simply to teach students what to think, but HOW to think. We teach students to appreciate truth, beauty, and goodness because we believe that education is good for its own sake

Servant leadership education trains thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen how to think. Our scholars are prepared to motivate and inspire individuals, communities, and nations to a greater good, learning in an environment of freedom, wisdom, professionalism and rigor. As a school of choice, CRLA will encourage and seek parent involvement and support. Parent education and engagement will be provided at regular events like: Academy Advisory Council meetings, Coffee with the Principal meetings, various parent committee meetings that address topics like safety/academics/fundraising/Special Education/English Learners/classical education. Parents will be notified and invited to attend any and all Board meetings.

CRLA Capistrano was not identified as an Equity Multiplier School

Reflections: Annual Performance

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

As we reflect on our annual performance, California Republic Leadership Academy Capistrano remains committed to evaluating our progress using data from the California School Dashboard. As a relatively young school serving 260 students in grades P-8, we are building our data history and establishing our performance baseline. Over the past year, we have maintained above-standard academic proficiency while navigating meaningful challenges in student growth and school discipline. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Above-Standard Academic Proficiency in Both ELA and Mathematics: ELA performance stands at 11.0 points above standard, receiving a Green performance level, and Mathematics performance stands at 16.7 points above standard, also receiving a Green performance level. White students — the school's largest reportable student group — achieved 11.8 points above standard in ELA (Green) and 16.7 points above standard in Mathematics (Green). In a landscape where the state’s average remains below proficiency, we are incredibly proud to continue to see our academic performance above standard.
- Significant Decline in Chronic Absenteeism: Chronic Absenteeism for All Students declined by 4.8 points to 12.7%, receiving a Yellow performance level — notably below the state average of 17.1%. Socioeconomically Disadvantaged students saw the most dramatic improvement, declining 10.6 points to 19.2% (Yellow), and White students declined 5.3 points to 10.5% (Yellow). The trajectory from 17.5% in 2024 to 12.7% in 2025 reflects strong progress in re-engaging students and families and emphasizing the importance of strong attendance.

We are encouraged by the academic foundation reflected in our proficiency data and the meaningful progress in reducing chronic absenteeism. At the same time, we acknowledge the continued opportunities for growth that require our focused attention.

- Decline in Academic Proficiency Despite Above-Standard Position: While we remain above standard in both ELA and Mathematics, we saw greater declines from the prior year than we were expecting. ELA declined 31.0 points from the prior year, and Mathematics declined 24.2 points.
- Emerging Suspension Rate: The Suspension Rate increased from 0.0% in 2024 to 2.1% in 2025, receiving an Orange performance level. Four student groups received Orange: - Hispanic students at 4.5%, Socioeconomically Disadvantaged students at 5.6%, Students with Disabilities at 5.0%, and White students at 1.4%. This is the school's first year reporting any suspensions, and the disproportionate impact on Hispanic students (4.5% vs. 1.4% for White students) and Socioeconomically Disadvantaged students (5.6%) warrants immediate attention to discipline equity and the adoption of restorative practices.
- Rising Chronic Absenteeism for Students with Disabilities: While overall chronic absenteeism declined significantly, Students with Disabilities moved in the opposite direction — increasing 7.5 points to 18.9% (Orange). This is the only student group that saw an increase in absenteeism, and it signals a need for targeted attendance strategies and closer coordination between special education and attendance teams.

Learning Recovery and Emergency Block Grant: CRLA Capistrano does not have unexpended LREBG funds for the 2026-27 school year.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
All Partners	CRLA Capistrano engaged a range of educational partners in the development of the LCAP through a structured and inclusive process, building on feedback gathered as the school completed the second year of its three-year LCAP cycle. Families were engaged through surveys, Coffee with the Principal meetings, Parent Advisory Committee (PAC) meetings, and LCAP-specific discussions, providing opportunities for input on school programs, priorities, and student outcomes. Staff input was collected through surveys, professional development sessions, and collaborative meetings, ensuring that teachers and support staff contributed to the planning process. Additional engagement included targeted outreach to families of English Learners and students with disabilities to ensure their perspectives were represented. Feedback from these partners was analyzed and used to refine goals, actions, and resource allocation for the upcoming year of the LCAP.
Parents/Community	This year, we engaged families through a variety of platforms designed to encourage dialogue, provide opportunities for input, and build a shared vision for student success. Outlined below are the ways in which we engaged with families throughout this LCAP process: • Family culture and LCAP feedback survey in March 2026 • Parent Advisory Committee (PAC) meetings: February and April 2026

Educational Partner(s)	Process for Engagement
	• Coffee with the Principal: Bi-monthly • Curriculum Parent Trainings for Literacy and Math: February and March 2026 • Classical Education Parent Evening Training • EL and SPED Parent Events: October 2025 and February 2026 • 5th grade parent meeting in regards to Science Camps • Community building events with families
Staff/Administrators/Other Staff	Through collaborative discussions, data reviews, and shared reflections, our educators help refine the plan, ensuring it remains a relevant and responsive roadmap for student success. Outlined below are the ways in which we engaged with our team throughout this LCAP process: • Staff culture and LCAP feedback survey in March • Staff LCAP engagement focused meeting in April • Team Meetings: Every week (focus of instructional updates/book club) and 2.5 weeks of PD in August • PD Days: curriculum, team building, SEL, Implicit Bias, Verbal Deescalation trainings during the year • COST, SST, and 504 Meetings • LCAP analysis meeting with network leadership in March/April • Weekly SPED Team Meetings
Students	Involving students in the LCAP process is essential to shaping strategies that align with their individual needs and goals. Engaging young learners in this dialogue fosters a sense of ownership and inclusion, empowering them to share their perspectives and experiences. We connected with our students through the following methods: • LCAP Feedback Survey: In March/April we administered a survey to assess students' sense of safety and connectedness • Monthly Principal Meetings where students engage in reading, virtue discussions, and activities • Monthly Student Assemblies recognizing students for demonstrating virtue and academic achievement

Educational Partner(s)	Process for Engagement
Board of Directors	We brought our LCAP Midyear Report for feedback and discussion in February and the LCAP 26-27 approval in May.

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

The development of the adopted LCAP was strongly influenced by the consistent and positive feedback received from educational partners, including families, students, and staff. Across multiple engagement opportunities—such as surveys, meetings, and ongoing communication—partners expressed strong confidence in the school's direction and instructional program. Notably, 91% of families responded favorably to the statement, "I am satisfied with the level of instruction that students receive," and 95% agreed that the school provides an atmosphere where every student can succeed. Staff feedback further reinforced this strength, with 100% of teachers reporting a sense of safety and 100% reporting a strong sense of connectedness to the school community, indicating a highly positive and collaborative professional environment.

The importance of maintaining a strong, safe, and connected school culture was confirmed through our surveys as well with 86% of families responding favorably to the question "I am satisfied with the level of physical safety at the school." and 83% to the question "I am satisfied with the level of emotional safety at the school." Student survey data reflects similarly strong outcomes, with 92% of students in grades 1–7 reporting a sense of safety, and connectedness to their classmates and teachers. These results highlight the effectiveness of the school's focus on relationships, communication, and whole-child support, and underscore the importance of continuing to prioritize these areas.

As a result of this feedback, the core LCAP goals remain unchanged, reflecting a shared commitment among educational partners to continue building on existing strengths. However, partner input directly informed several key refinements and enhancements. Based on feedback from staff and families, the school will continue to strengthen outreach efforts and communication systems to ensure consistent participation across all families, particularly those who may face barriers to engagement due to work schedules or other commitments.

Additional adjustments were made to improve clarity and alignment of academic supports. The school will revise Action 3.6 to reflect the transition from COST to a Response to Intervention (RTI) model, ensuring greater coherence within the MTSS framework and alignment with current practices. Furthermore, the school will expand its academic program and assessment systems under Action 3.2. This includes the adoption of an Algebra I curriculum for upper grades to increase rigor and support readiness for secondary coursework. To strengthen early literacy and intervention systems, the school will implement the Multitudes Reading Screener in grades K–2, utilize DIBELS to monitor foundational reading skills in grades 1 and above, and apply the DRDP rating scale for TK students with IEPs to better track developmental progress and inform instruction.

Overall, educational partner feedback affirmed the school's strong foundation while directly shaping targeted improvements to communication, intervention systems, and academic programming. These refinements ensure that the LCAP remains responsive to community input while continuing to support high levels of student achievement and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create a school community that develops greater parent participation through family meetings, workshops, and special events, fostering collaboration and input in decision-making processes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As we complete our second year of operation, creating a school culture that reflects and upholds CRLA's Mission and Vision remains one of our highest priorities. Throughout this year, we have worked to build strong relationships with families by fostering meaningful communication, offering opportunities for engagement, and creating inclusive spaces for collaboration and input. Maintaining this goal will ensure we continue to strengthen family-school partnerships by providing regular opportunities for parent participation through family meetings, workshops, and special events. We are committed to clear, timely, and accessible communication, inviting parents to volunteer and engage in school decision-making when appropriate. For parents of English Learners and students with IEPs, we will continue hosting targeted engagement meetings to share program information, answer questions, and gather feedback. In addition, we will administer parent, teacher, and student surveys (when appropriate) to collect data that will inform future planning and ensure all stakeholders feel welcomed, heard, and valued as active members of our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Efforts we make to seek parent input on making decisions (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 91% Strongly Agree and Agree to the question, "The school listens to family voice and input when making decisions"	SY 24-25: 93.75%	SY 25-26: 89%	Increase satisfaction rate to 95%	-2 percentage points
1.2	How we will promote parental participation in programs for EL, Low-Income, and Foster	SY 23 - 24 Family Survey: Currently too low of a EL student count to gather data	SY 24-25 Family Survey: Currently too low of a EL	SY 25-26 Family Survey: Currently too low of a EL	Will create an outcome if we have a significant	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Youth (Data source: Internal family engagement survey)		student count to gather data	student count to gather data	number of EL students	
1.3	How we will promote parental participation in programs for students with special needs? (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 100% of families of students with disabilities responded Strongly Agree and Agree to the question “I am satisfied with the school’s parent engagement opportunities.”	SY 24-25: 100%	SY 25-26: 100%	Maintain between 95%-100% satisfaction rate (Strongly Agree and Agree)	No difference
1.4	Surveys of parents to measure safety (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 96% Strongly Agree and Agree to the question “I am satisfied with the level of safety (physical/emotional) at the school.”	SY 24-25 Family Survey: 98.75% Strongly Agree and Agree to the question “I am satisfied with the level of physical safety at the school.” 95% Strongly Agree and Agree to the question “I am satisfied with the level of emotional safety at the school.”	SY 25-26 Family Survey: 86% Strongly Agree and Agree to the question “I am satisfied with the level of physical safety at the school.” 83% Strongly Agree and Agree to the question “I am satisfied with the level of emotional safety at the school.”	Maintain between 95%-100% satisfaction rate (Strongly Agree and Agree)	Physical Safety: -10 percentage points Emotional Safety: -13 percentage point
1.5	Surveys of parents to measure school connectedness (Data source: Internal family engagement survey)	SY 23 - 24 Family Survey: 88% Strongly Agree and Agree to the question “I feel a sense of belonging and connectedness to the school community”	SY 24-25: 90%	SY 25-26 Family Survey: 87% Strongly Agree and Agree to the question “I feel a sense of belonging and	Increase satisfaction rate to 95%	-1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				connectedness to the school community”		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, California Republic Leadership Academy Capistrano successfully implemented all actions under Goal 1 as planned, with no substantive differences between the intended activities and actual implementation. We continue to focus on building strong systems for family engagement while establishing a culture of collaboration, transparency, and shared decision-making.

The school consistently implemented its planned communication and engagement structures. Bi-Monthly “Coffee with the Principal” meetings were held regularly and were well attended, providing families with ongoing opportunities to engage directly with school leadership. Parent Advisory Committee (PAC) meetings occurred every other month and were also strongly attended, serving as an important forum for gathering parent input and feedback.

Communication systems were implemented with fidelity, including the distribution of weekly newsletters via ParentSquare to ensure families received consistent updates regarding school events, opportunities for involvement, and important reminders. The school also held dedicated meetings to review CAASPP assessment data, providing families with insights into student performance and opportunities to engage in discussions around academic progress and support strategies.

The school successfully facilitated a parent engagement meeting focused on the discipline policy. This process allowed for meaningful parent input and collaboration, and the updated discipline policy was ultimately reviewed and approved by the Board in May. Additionally, targeted engagement opportunities for families of students with IEPs were held as planned, ensuring that our significant student groups and their families remained connected and supported. Given the low number of English Learners on campus, we offered our EL training, but we did not have our English learner family attend.

Parent involvement in school activities remained strong throughout the year. Families actively participated as classroom volunteers, supporting reading instruction, assisting teachers, and contributing to classroom events. The school also hosted a variety of community-building and fundraising events, including a Muffins with Mom, Donuts with Dad, family dinners, movie nights, and concerts, all of which were well received and contributed to a positive school culture.

Overall, CRLA Capistrano implemented all Goal 1 actions with fidelity during its second year of operation. These efforts have established a strong foundation for meaningful family engagement and will continue to evolve as the school deepens partnerships with its community.

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

No material differences between budgeted and estimated actual expenditures.

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

The actions outlined in Goal 1 have been effective in fostering a strong culture of family engagement and maintaining high levels of parent participation and satisfaction, while also identifying areas for continued growth. Through the implementation of Action 1 (Parent Engagement), CRLA Capistrano has provided consistent opportunities for families to engage in decision-making through meetings such as Coffee with the Principal, Parent Advisory Committees, and ongoing communication via ParentSquare. The effectiveness of these efforts is reflected in family survey data, with 89% of families in 2025–26 agreeing or strongly agreeing that the school seeks parent input in decision-making. While this reflects a slight decrease from 93.75% in 2024–25, it remains a strong outcome and indicates that families continue to feel their voices are valued.

Targeted outreach under Action 2 (Special Education and English Learner Parent Engagement Events) has shown strong effectiveness for families of students with disabilities, with 100% of families reporting satisfaction with parent engagement opportunities in both 2024–25 and 2025–26. While the school currently does not have a large enough English Learner population to generate reportable survey data, the continued focus on inclusive engagement structures ensures readiness to support this group as enrollment evolves.

Family survey results related to school climate further demonstrate the impact of Actions 1 and 3 (Parent Volunteer and Education). In 2025–26, 86% of families agreed or strongly agreed that they are satisfied with the level of physical safety at the school, and 83% reported satisfaction with the level of emotional safety, compared to higher results in the prior year (98.75% physical safety and 95% emotional safety). Additionally, 87% of families reported a sense of belonging and connectedness to the school community, a slight decrease from 90% in 2024–25. While these results reflect some decline, they remain relatively strong and highlight that families continue to feel positively about the school environment overall.

Overall, the actions under Goal 1 have been effective in establishing and maintaining strong family engagement systems, particularly through consistent communication, inclusive meeting structures, and opportunities for family involvement. At the same time, the Year 2 data indicates an opportunity to further strengthen outreach and deepen engagement, particularly in the areas of school climate and broad participation across all families. Moving forward, the school will continue to refine its implementation of Actions 1, 2, and 3 to increase satisfaction rates and ensure all families feel connected, supported, and actively engaged in the school community.

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.

As we reflect on the continued implementation of Goal 1 and the second year of the current LCAP cycle, we have determined that no significant changes to the goal, metrics, target outcomes, or actions are necessary for the coming year. Implementation data and ongoing feedback from families indicate that the structures and strategies in place have been effective in fostering meaningful parent participation and engagement in the school community.

As we enter Year 3 of the LCAP cycle, our focus will be on sustaining and refining these established systems. Over the past year, we have seen continued participation in key engagement opportunities, including Coffee with the Principal, Parent Advisory Committees, and school-wide events, reinforcing that our current approach is meeting the needs of our community. While no major shifts are planned, we will continue to strengthen outreach efforts and strengthen communication to ensure consistent participation across all families, particularly those who may face barriers to engagement due to work schedules or other commitments.

Overall, the consistency and success of our current implementation affirm that this goal remains a strong foundation for building a collaborative and inclusive school community. We will continue to build on this progress while maintaining flexibility to respond to evolving family needs as the school grows.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Parent Engagement	This action aims to bolster community and parental involvement in decision-making processes, fostering a sense of voice and belonging. To achieve this, we will implement a multi-faceted communication and engagement strategy, including: CRLA will host bi-monthly Coffee with the Principal meetings, at least 2 Parent Advisory Committees (PAC), our LCAP committee, and various parent outreach opportunities. Weekly Newsletters via ParentSquare: Distribute weekly newsletters to parents and community members, providing updates on school events, invitations to participate in various activities, and timely reminders to ensure ongoing engagement and information sharing. Organize a dedicated meeting for parents to discuss the California Assessment of Student Performance and Progress (CAASPP) results. This forum will serve as an opportunity for parents to gain insights into academic achievements and challenges, encouraging transparent communication and collaborative problem-solving.	$35,322.00	No

Action #	Title	Description	Total Funds	Contributing
		Discipline Policy Discussion: Convene a meeting focused on the school's discipline policy, inviting parents to review, discuss, and contribute to the development of fair and effective disciplinary measures. This session aims to align school practices with community values and expectations, ensuring a supportive and conducive learning environment for all students		
1.2	Special Education and English Learner Parent Engagement Events	At least twice a year, CRLA will host parent engagement meetings specifically for parents of English learners and students with IEPs.	$2,677.00	No
1.3	Parent Volunteer and Education	CRLA will actively recruit parent volunteers to participate in and support their child's education. Parents will also participate in their child's education by attending curriculum information and training events. Additionally, parents will play a significant fundraising role in collaboration with school leadership.	$29,538.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will attend school in a safe and clean environment with access to technology and a broad course of study that will support them in their academic progress and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As we continue to see the lasting effects of the COVID pandemic on our students and community, our commitment to cultivating a healthy and thriving school environment is more critical than ever. The pandemic has highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must be multi-faceted, incorporating evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every students feel a sense of belonging and safety in our school community.

By focusing on these areas, we not only adhere to our mission and vision, but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential. Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, inclusive of Campus Operations and Safety, Technology, Attendance Supports, Suspension Prevention, and Mental Health Supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in “Good Repair” as measured by the SARC	SY 23 - 24: Data not yet available	2023-24 SARC: Overall Rating of Good	2024-25 SARC: Overall Rating of Good	Facilities in “Good Repair” as measured by the SARC	NA no baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: School Accountability Report Card					
2.2	Pupil Suspension Rates Data source: CA School Dashboard	SY 23 - 24: Only 1 suspension in the 23-24 school year	2024 CA School Dashboard: 0%	2025 CA School Dashboard: All Students: 2.1% (Orange) Hispanic: 4.5% (Orange) SED: 5.6% (Orange) SWD: 5% (Orange) White: 1.4% (Orange)	Maintain less than 2%	+2 percentage points
2.3	Pupil Expulsion Rates Data source: Internal Calculations	SY 23 - 24: 0%	2024-2025: 0%	2025-2026: 0%	0%	No difference
2.4	Surveys of pupils to measure safety Data source: Internal student survey	SY 23 - 24: 73.7% Based on the survey question administered to 3- 5th grade students: “I feel safe while I’m at school.”	SY 24-25: 92% Based on the survey question administered to 3-5th grade students: “I feel safe while I’m at school.”	SY 25-26: Grades 1-7: 92.93% Based on the survey question administered to students: “I feel safe while I’m at school.”	80% or higher	+19.2 percentage points
2.5	Surveys of pupils to measure school connectedness Data source: Internal student survey	SY 23 - 24: 76.3% Based on the survey question administered to 3- 5th grade students: “I feel connected to my	SY 24-25: 98% Based on the survey question administered to 3-5th grade students: “I feel connected to my	SY 25-26: Grades 1-7: 92.42% Based on the survey question administered to students: “I feel connected to my	80% or higher	+16.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		classmates and teachers”	classmates and teachers”	classmates and teachers”		
2.6	School Attendance Rate Data source: Internal Calculations	SY 23 - 24: 93.7% as of April 11th, 2024	SY 24-25: 95%	SY 25-26: 94.69% as of April	Maintain 94% or higher	+1 percentage points
2.7	Chronic Absenteeism Rate Data source: CA School Dashboard	SY 23 - 24: 22% Data Source: Measured internally as no Dashboard data available	2024 CA School Dashboard: All Students: 17.5% Hispanic: 32.4% Socioeconomically Disadvantaged: 29.8% Students with Disabilities: 11.4% White: 15.8%	2025 CA School Dashboard: All Students: 12.7% (Yellow) Hispanice: 28.6% (Orange) SWD: 18.9% (Orange) SED: 19.2% (Yellow) White: 10.5% (Yellow)	Maintain less than 15%	All: +9.3 percentage points

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, California Republic Leadership Academy Capistrano successfully implemented all actions under Goal 2 with fidelity, with a few minor updates between the intended design and overall execution.

Campus operations and safety systems were implemented as planned, although the school did not maintain a standalone campus monitor position. Instead, Instructional Assistants (IAs) and teachers fulfilled campus supervision responsibilities, supported by the Dean and administrative team. This distributed model ensured consistent student supervision and campus safety while maintaining alignment to the intent of the action.

Technology access was implemented as designed, with the school maintaining a 1:1 Chromebook model for students in grades 3–7 and shared devices for primary grades. Classroom technology, including projectors and instructional tools, was available to support learning. As the school continues to expand, additional devices are being planned to support new grade levels and enrollment growth.

Attendance systems were implemented with strong fidelity and represent an area of strengthened implementation. The school utilized its School Information System (SIS) to monitor attendance and implemented proactive engagement strategies, including direct outreach from the Dean to families of students at risk of chronic absenteeism. The Dean also met with students exhibiting attendance concerns to provide individualized support. In addition, the school implemented attendance incentives, including classroom recognition for achieving 95% or higher attendance and individual awards for high or perfect attendance. These efforts have contributed to improved attendance outcomes over the course of the year.

Suspension prevention systems were implemented through a comprehensive and proactive approach grounded in virtue instruction, leadership development, and RTI. Teachers dedicated explicit servant leadership and virtue instruction, which was also embedded throughout the school day. Additional supports included functional behavior assessments, small group lunch meetings to address behavior proactively, and targeted interventions supported by the Education Specialist and School Psychologist. Staff also engaged in professional development focused on behavior and suspension prevention through SELPA trainings and participation in RTI conferences. These efforts strengthened staff capacity and contributed to a preventative, supportive discipline approach, even as the school navigated increased behavioral needs.

Mental health supports were implemented and expanded in response to increased student needs. The school psychologist was present on campus three-four days per week and played a key role in conducting threat assessments, providing counseling, and supporting intervention planning. The school also invested in building staff capacity through restorative practices, de-escalation training, and implicit bias training, including professional development provided through SELPA. These efforts supported a more proactive and responsive approach to student mental health and well-being.

Finally, the school implemented a broad course of study aligned to the planned action, including core academic subjects and enrichment areas such as art, music, literature, and recitation. The program continues to expand as the school grows, with plans to add additional coursework, including Latin instruction in upper grades, to further enhance the classical education model.

Overall, CRLA Capistrano implemented all Goal 2 actions with fidelity during the 2025–26 school year. Site-specific adaptations—such as distributed campus supervision, expanded attendance incentives, and increased mental health supports—strengthened implementation while remaining aligned to the original intent of the actions.

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

No material differences between budgeted and estimated actual expenditures.

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

The actions outlined in Goal 2 have been largely effective in fostering a safe, clean, and engaging school environment that supports student well-being and academic progress. The school’s facilities received an “Overall Rating of Good” on the 2024–25 School Accountability Report Card (SARC), affirming the successful implementation of Action 2.1 through continued custodial support and strong campus operations

management from the help of our IAs and Dean. Student survey results also reflect a consistently positive school climate: 92.93% of students in grades 1–7 reported feeling safe at school, and 92.42% reported feeling connected to their classmates and teachers, both exceeding the 80% target. These outcomes highlight the effectiveness of CRLA's integrated approach, including campus supervision, mental health services (action 2.5), and access to a broad and engaging course of study (action 2.6).

CRLA's continued commitment to student well-being is further supported by the implementation of Actions 2.5 and 2.6, which emphasize mental health services and a rich academic program. The presence of a school psychologist, along with ongoing counseling, classroom observations, and staff collaboration, has strengthened the school's ability to proactively address students' social-emotional needs. In combination with a broad course of study that includes core academics, arts, and enrichment opportunities, these actions have contributed to high levels of student engagement and strong perceptions of safety and belonging across grade levels.

Attendance outcomes demonstrate strong effectiveness of Action 2.3 (Attendance Supports). Chronic absenteeism has decreased significantly from 22% in 2023–24 baseline year to 12.7%, and overall attendance remains high at 94.69%, meeting the goal of maintaining at least 94%. These improvements reflect the success of CRLA's systematic approach, including real-time attendance tracking through the SIS, proactive family communication, SST meetings for at-risk students, and attendance incentives. The continued use of these strategies has strengthened student engagement and ensured more consistent access to instruction.

However, student behavior outcomes indicate an area for growth. While expulsion rates remain at 0%, suspension rates increased to 2.1% overall, exceeding the goal of maintaining less than 2%, with higher rates among specific student groups. This suggests that while Action 2.4 (Suspension Prevention) has established a clear structure for addressing behavior through reflection, parent involvement, and tiered interventions, the implementation of these strategies has not yet fully resulted in reduced suspension rates. This indicates a need to further strengthen proactive and restorative practices, increase consistency in implementation, and deepen alignment with mental health supports to better address student behavior before escalation for school year 26-27.

Overall, the actions under Goal 2 have been highly effective in improving attendance, maintaining a positive school climate, and ensuring access to a safe and supportive learning environment, particularly through Actions 2.1, 2.3, 2.5, and 2.6. Moving forward, refining Action 2.4 will be essential to reducing suspension rates and fully achieving the goal of a safe, inclusive, and supportive school environment for all students.

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.

As we reflect on the implementation and effectiveness of Goal 2, we have determined that the overall goal, metrics, and target outcomes will remain unchanged for the 2026–27 school year. The current actions and systems have been effectively implemented and continue to support a safe, supportive, and engaging learning environment for students.

While no major shifts are planned to our LCAP Actions, we will be updating the language to Action 2.1 to reflect the support and staffing needs for campus operations and safety. We will continue to leave the Campus Monitor position vacant and support this work with our Instructional Assistants and Dean.

Overall, the consistency of implementation and positive outcomes affirm that the current approach remains effective. These targeted enhancements are designed to build upon existing systems while continuing to meet the evolving needs of students as the school grows.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Campus Operations and Safety	CRLA will continue to staff Campus Monitors, custodians, and a campus operations manager to maintain a clean facility and campus.	$493,379.00	No
2.2	Technology	The School will continue to ensure that we have 1:1 chromebooks for all students (3-6th grade) and 60 chromebooks for K-2nd grade to share. CRLA will also purchase projectors, printers, and telephones for all classes and office areas. The school will expand to 6th grade this year, which will require additional tech purchases for our 6th grade cohort and the teachers.	$165,071.00	No
2.3	Attendance Supports	The aim of this action is to enhance student attendance rates through a systematic and collaborative approach, utilizing both technology and human resources to monitor, support, and incentivize regular attendance. The components of this system include: • School Information System (SIS) Utilization: Implement School Pathways SIS to meticulously track student attendance, enabling real-time monitoring and early identification of attendance issues. • Office Management and Support: Allocate funds for back-office support to ensure attendance recording and compliance with state regulations. Employ a part-time Office Assistant dedicated to supporting the attendance tracking process and aiding in communications related to attendance. • Parental Engagement:Proactively contact parents when a pattern of absenteeism is observed to address concerns and provide support. Organize Student Study Team (SST) meetings for	$17,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students exhibiting high absenteeism to develop personalized strategies and interventions aimed at improving their attendance. • Independent Study (IS) Program Enhancement: Collaborate with Icon to offer Independent Study options for students requiring long-term breaks during the academic year, ensuring continuity in education. Revise and communicate the Independent Study policy, recently endorsed by the board, to ensure clarity and understanding among parents and students. • Attendance Incentive Program: Implement an incentive program recognizing and rewarding perfect attendance with certificates and gift cards, aiming to motivate students to maintain consistent attendance.		
2.4	Attendance Supports (cont)		$45,523.00	No
2.5	Suspension Prevention	The aim of this Action is to minimize student suspensions through a structured and escalating discipline plan, focusing on corrective actions and parental involvement. This comprehensive approach involves several steps to address behavioral issues effectively and constructively: • Structured Discipline Plan Implementation: Establish a clear, step-by- step discipline plan that delineates the progressive actions taken as behavior issues escalate. Begin with verbal warnings to students, highlighting the specific behavior that needs to be corrected. • Behavior Reflection and Teacher Engagement: Implement the use of behavior reflection forms that students take home, prompting them to contemplate their actions and the consequences thereof. Facilitate a one-on-one conversation between the student and the teacher to discuss the behavior, its impact, and ways to improve. • Parental Involvement and Meetings: In cases where behavior issues persist, arrange a meeting involving the teacher, parent, and student to collaboratively discuss and address the behavior concerns. Ensure that these meetings aim to understand the root cause of the behavior, set clear expectations, and agree on a plan for behavior improvement.	$26,415.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Principal's Intervention: Should the behavior continue to escalate despite the aforementioned steps, involve the principal in the disciplinary process. The principal's involvement signifies a higher level of concern and response, possibly leading to more serious consequences if the behavior does not improve. • Monitoring and Continuous Support: Regularly monitor the progress of students who have been through the discipline process to ensure they are receiving the support needed to succeed. Provide ongoing support and guidance to help these students adopt positive behaviors, including counseling, mentoring, or involvement in positive school activities.		
2.6	Suspension Prevention (cont)		$101,380.00	No
2.7	Mental Health Support	This action focuses on enhancing mental health support within the school environment, leveraging the expertise of a part-time school psychologist to facilitate comprehensive services. The program aims to address the diverse mental health needs of students through assessment, direct support, and collaborative initiatives: • IEP Assessment and Management: Employ a part-time school psychologist who is responsible for conducting assessments related to Individualized Education Programs (IEPs). Ensure the psychologist is integral to the IEP process, including the initial assessments, plan development, and ongoing evaluations. • Classroom Observations and Teacher Collaboration: Regularly schedule the psychologist to observe students in classroom settings to identify potential behavioral or emotional issues early. Foster a close working relationship between the psychologist and teachers to share insights, strategize interventions, and implement classroom strategies that support identified students. • Direct Counseling Services: Provide direct counseling services to students as specified in their IEPs, with the school psychologist administering these sessions. Ensure that these services are tailored to the individual needs of students, aiming to support their emotional and social development.	$154,867.00	No

Action #	Title	Description	Total Funds	Contributing
		• Threat Assessment and Management: Task the psychologist with managing any potential threats within the school, conducting thorough assessments and developing management plans to ensure student safety. Develop a structured protocol for threat assessment and management, involving necessary staff and authorities when required. • Virtue Instruction Support: Collaborate with teachers to integrate the 10 virtues instruction into the school curriculum, where the psychologist plays a supportive role in delivering and reinforcing these values. Utilize the psychologist's expertise to incorporate psychological principles into virtue education, enhancing the program's effectiveness and relevance to student well-being. • Professional Development and Training: Offer professional development opportunities for staff, facilitated by the psychologist, to enhance their understanding of student mental health issues and effective intervention strategies. Encourage ongoing training to ensure the school community remains informed and equipped to support student mental health proactively.		
2.8	Broad Course of Study	Continue to provide a broad course of study for all grades, inclusive of: Math, Literacy/reading/writing, Art, Music, Science, History, Recitation (poetry), Literature, Penmanship, and in grades in grades 3 and up to include Formal grammar, Writing/composition, and additionally students in 6th-8th grade will receive formal Latin Instruction.	$814,991.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance student academic achievement to meet and exceed proficiency levels through classical education, credentialed and developed school staff.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have developed this strategic goal to enhance student academic achievement to meet and exceed proficiency levels through classical education and a well-credentialed, continuously developed school staff. The rationale behind this goal stems from the classical education model's proven track record in cultivating critical thinking and a thorough understanding of human knowledge. This approach emphasizes mastery of the liberal arts and sciences, structured around grammar, logic, and rhetoric. By embedding these classical education principles into our curriculum, we aim to equip our students with the intellectual tools necessary for both academic success and virtuous living.

Furthermore, the success of our educational strategies is fundamentally linked to the expertise and ongoing professional development of our staff. By ensuring that our teachers are not only credentialed but also continuously engaged in professional growth opportunities, we can maintain a high standard of teaching that is both dynamic and responsive to the needs of our students.

Investing in our staff’s development also means they are better prepared to implement the classical education model effectively and adapt their teaching strategies based on student performance data and evolving educational practices. This goal reflects our belief that a well-supported and expertly trained staff is crucial to delivering an education that not only meets but exceeds the proficiency levels expected of our students.

By focusing on these key areas, we aim to create a learning environment where academic excellence is the norm, supported by a curriculum that fosters comprehensive intellectual development and a teaching staff that is skilled, motivated, and prepared to meet the challenges of a dynamic educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC ELA and Math Data source: CA School Dashboard	SY 23-24: Baseline data coming end of SY 23-24.	2024 CA School Dashboard ELA: All: 42 pts above standard Socioeconomically Disadvantaged: 48.5 pts below standard Students with Disabilities: 33 pts below standard White: 36.9 pts above standard 2024 CA School Dashboard Math: All: 40.9 pts above standard Socioeconomically Disadvantaged: 43.1 pts below standard Students with Disabilities: 42.4 pts below standard White: 37.8 pts above standard	2025 CA School Dashboard ELA: All: 11 pts above standard (Green) Socioeconomically Disadvantaged: 67.8 pts below standard Students with Disabilities: 33 pts below standard Hispanic: 68.9 pts below standard White: 11.8 pts above standard (Green) 2025 CA School Dashboard Math: All: 16.7 pts above standard (Green) Socioeconomically Disadvantaged: 41.8 pts below standard Students with Disabilities: 133.4 pts below standard Hispanic: 55.7 pts below standard White: 16.7 pts above standard (Green)	2026 CA School Dashboard ELA: All: 48 pts above standard Socioeconomically Disadvantaged: 40 pts below standard Students with Disabilities: 25 pts below standard White: 42.9 pts above standard 2026 CA School Dashboard Math: All: 46.9 pts above standard Socioeconomically Disadvantaged: 35.1 pts below standard Students with Disabilities: 34.4 pts below standard White: 43.8 pts above standard	NA: No baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	% of EL students making progress toward ELPAC proficiency Data source: CA School Dashboard	SY 23-24: No baseline data due to less than 11 EL students	No Year 1 data due to less than 11 EL students	No Year 2 data due to less than 11 EL students	Will establish 3-year target if we receive significant number of English Learners	NA
3.3	EL Reclassification Rate Data source: Internal Calculations	SY 23-24: No baseline data due to less than 11 EL students	No Year 1 data due to less than 11 EL students	No Year 2 data due to less than 11 EL students	Will establish 3-year target if we receive significant number of English Learners	NA
3.4	Other Pupil Outcomes: MAP Assessment Data source: MAP Assessment	K-2 Math MAP percentages: 78.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 67.5% of students in grades K--2 met or exceeded ELA standards.	K-2 Math MAP percentages: 78.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 67.5% of students in grades K--2 met or exceeded ELA standards.	Overall, 72% of all CRLA Capo students in K-7th grades are meeting or exceeding MATH standards Overall 71% of all CRLA Capo students in grades K-7th grades are meeting or exceeding Reading standards	K-2 Math MAP percentages: 82.25% of students in grades K-2 met or exceeded Math standards. K-2 ELA MAP percentages: 71.5% of students in grades K-2 met or exceeded ELA standards.	Math: -5.75% ELA: +3.5%
3.5	Teacher appropriately assigned and credentialed Data source: School Accountability Report Card	SY 23-24: 100%	SY 24-25: 100%	2025 CA School Dashboard: Teacher Assignments 87.5% Clear (Above State Average)	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Access to Standards-Aligned Instructional Materials Data source: School Accountability Report Card	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	100% of students have access to standard-aligned materials	No difference
3.7	Implementation of State Standards Data source: Local Indicator Survey	SY 23-24: 100% of teachers are implementing academic content and performance standards adopted by the state board, inclusive of programs and services for our English Learners, as applicable.	SY 24-25: 100% of teachers are implementing academic content and performance standards adopted by the state board, inclusive of programs and services for our English Learners, as applicable.	SY 25-26: 100% of teachers are implementing academic content and performance standards adopted by the state board, inclusive of programs and services for our English Learners, as applicable.	100%	No difference
3.8	Surveys of teachers to measure safety Data source: Internal staff survey	SY 23 - 24 Staff Survey: 93% of staff Strongly Agree and Agree to the question “I am satisfied with the level of safety (physical/emotional) at the school.	SY 24-25: 87.5%	SY 25-26: 100%	Increase to 95% or above	+7 percentage points
3.9	Surveys of teachers to measure school connectedness Data source: Internal staff survey	SY 23 - 24 Staff Survey: 100% of staff Strongly Agree and Agree to the question “I feel a sense of belonging and connectedness to the school community	SY 24-25: 100%	SY 25-26: 100%	Maintain above 5%	No difference
3.10	SBAC ELA and Math proficiency	Grades 3-6 ELA CAASPP: 77%	Grades 3-6 ELA CAASPP: 77%	SY 24-25: Grades 3-6 ELA CAASPP: 54.06%	Grades 3-6 ELA CAASPP: 81%	ELA: -22.94 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: CAASPP	Grades 3-6 Math CAASPP: 79%	Grades 3-6 Math CAASPP: 79%	Grades 3-6 Math CAASPP: 58.56%	Grades 3-6 Math CAASPP: 83%	Math: -20.44 percentage points

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, California Republic Leadership Academy Capistrano successfully implemented all actions under Goal 3 as planned, with no substantive differences between the intended design and actual implementation. As the school continued to expand its academic program, systems to support high-quality instruction, staff development, and targeted intervention were implemented with consistency and fidelity, alongside thoughtful refinements based on emerging needs.

Staffing and onboarding systems were implemented as designed, ensuring that all employees met credentialing requirements prior to hire. Human resources systems, supported by ICON School Management and the Office Manager, ensured smooth onboarding processes, including payroll, benefits, and compliance. These systems supported the recruitment and retention of qualified staff aligned to the school's classical education model.

Curriculum and instructional materials were implemented with fidelity, including the expansion of materials to support additional grade levels. The school continued to implement its classical curriculum program while also administering NWEA MAP Growth assessments at the beginning, middle, and end of the year to monitor student progress in reading and mathematics. These assessments provided valuable data to inform instruction and intervention. Looking ahead, the school has identified additional curriculum enhancements, including the planned adoption of an Algebra I program for upper grades and a health curriculum, reflecting a commitment to continuous improvement while maintaining alignment to the overall instructional model.

Professional development and teacher training were implemented with strong fidelity and were a key area of success. Staff engaged in weekly Professional Learning Communities (PLCs) with a focused emphasis on data-driven instruction and standards alignment. In addition, the school introduced a "Guided Coalition" structure following RTI training, creating a more integrated approach to analyzing both academic and behavioral data. Teachers also participated in classical education training, including attendance at a classical education conference and on-site professional development led by an external expert, strengthening instructional coherence and alignment to the school's model.

English Learner and ELD-focused training was implemented as planned, with staff receiving professional development on ELPAC preparation, ELD strategies, and intervention practices. Due to the school's current enrollment, there was only one English Learner student during the 2025–26 school year, resulting in a limited n-size for measurable outcomes. Despite this, the school ensured that systems and instructional supports were in place to meet the student's needs, while also building staff capacity to effectively serve English Learners as

enrollment grows. The anticipated addition of an Assistant Principal to support ELD development further strengthens the school's readiness to expand services in this area.

Special education training and supports were implemented as planned, including training for teachers on supporting students with IEPs and the addition of a paraprofessional to increase targeted support. Staff received ongoing guidance to ensure effective implementation of accommodations and instructional strategies for students with disabilities.

Targeted intervention systems were implemented using a Multi-Tiered System of Supports (MTSS) framework, with Instructional Assistants (IAs) providing small-group and individualized support in literacy and mathematics. The school strengthened its implementation of MTSS by transitioning away from a traditional COST structure and instead utilizing an RTI-aligned approach to identify and support student needs. The Dean played an active role in supporting MTSS processes, and the school established weekly meetings with IAs to provide training on intervention strategies, assessment, and progress monitoring. These structures enhanced the effectiveness and consistency of intervention supports across the school.

Additionally, a part-time school psychologist supported both academic and behavioral intervention systems, contributing to assessments, student support planning, and collaboration with staff to address student needs holistically.

Overall, CRLA Capistrano implemented all Goal 3 actions with fidelity during the 2025–26 school year. Adjustments such as the introduction of new collaborative structures, refinement of MTSS systems, and expanded professional development opportunities strengthened implementation while remaining aligned to the original goals and actions.

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

Expenditure for curriculum and materials was less than anticipated due to relocating to a new site; many purchases have been postponed.

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

The actions outlined in Goal 3 have demonstrated mixed effectiveness in advancing student academic achievement, with strong systems in place for staffing, curriculum access, and professional development, but declines in SBAC Distance from Standard (DFS) data indicating a need for continued refinement of instructional and intervention practices. The school has maintained 100% access to standards-aligned instructional materials and 100% implementation of academic standards (Actions 3.2 and 3.3), ensuring that all students, including English Learners, have access to rigorous curriculum and instruction. Additionally, teacher Assignments of 87.5% Clear, which is above the state average, supported by strong onboarding systems under Action 3.1, reflecting the school's commitment to high-quality staffing as a foundation for student achievement.

Student academic outcomes, as measured by the 2025 CA School Dashboard, indicate that while overall performance remains above standard in both ELA (11.8 points above standard) and Math (16.7 points above standard), there has been a decline from the previous year's

performance levels. Subgroup data highlights continued disparities, particularly among Socioeconomically Disadvantaged students and Students with Disabilities, who remain below standard in both ELA and Math. These outcomes suggest that while core instructional systems are in place, Actions 3.5 and 3.6 (Special Education training, and targeted intervention) have not yet fully accelerated learning for all student groups. The implementation of MAP Growth assessments has strengthened the school's ability to monitor progress throughout the year; however, translating this data into consistent gains on state assessments remains an area for growth.

CRLA's investment in teacher development and professional learning (Action 3.3) has been highly effective in building staff capacity. Staff survey data reflects this strength, with 100% of teachers reporting a sense of safety and 100% reporting a strong sense of connectedness to the school community, exceeding targets and indicating a stable and positive professional culture. This strong staff foundation supports instructional consistency and provides a critical lever for future academic improvement.

Targeted supports under Action 3.6 (Intervention and MTSS) have established important systems, including instructional assistants, SST meetings, and the integration of behavioral and academic supports. Additionally, Action 3.5 (Special Education training and staffing) has strengthened services for students with IEPs through additional staffing and professional development. While these systems are essential, the current data indicates that further refinement and increased intensity of interventions are needed to close persistent achievement gaps and improve outcomes for high-need student groups.

Overall, the actions under Goal 3 have been effective in establishing strong systems for staffing, curriculum access, and professional development, as evidenced by high staff credentialing, universal access to materials, and strong staff survey results. However, declines in ELA and Math DFS data indicate that these systems have not yet translated into consistent academic gains for all students. Moving forward, strengthening the implementation of Actions 3.4, 3.5, and 3.6—particularly around targeted intervention and supports for students with disabilities—will be critical to ensuring that all students continue to meet and exceed proficiency levels while showing growth year-over-year.

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.

As we reflect on the implementation of Goal 3 during the second year of the current LCAP cycle, we have determined that the overall goal, metrics, and target outcomes will remain largely unchanged for the 2026–27 school year. Implementation data and early indicators from both internal and benchmark assessments suggest that the current academic program and instructional systems are effectively supporting student growth and progress toward proficiency.

While no major shifts are planned, several targeted adjustments have been identified to strengthen implementation based on prior year reflections. First, the school will revise Action 3.6 to remove references to COST and more accurately reflect the transition to a Response to Intervention (RTI) model. This adjustment aligns with current practice and strengthens the clarity and coherence of the school's MTSS framework.

Additionally, the school will expand its academic program and assessment systems (Action 3.2). This includes the adoption of an Algebra I curriculum for upper grades to support increased rigor and preparation for secondary coursework. The school will also implement the Multitudes Reading Screener at the beginning of the year, particularly in grades K–2, to more effectively identify students at risk for reading

difficulties, including dyslexia, and to inform early intervention. To further strengthen literacy supports, the school will continue to utilize DIBELS to monitor foundational reading skills for students in first grade and above. For TK students with IEPs, the DRDP rating scale will be used to monitor developmental progress and inform instructional planning.

These targeted refinements are designed to enhance early identification systems, strengthen intervention practices, and ensure alignment between assessment and instruction. Overall, the consistency of implementation and early successes affirm that the current approach remains effective, with these adjustments supporting continued growth and improved student outcomes as the school expands.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional and reliable onboarding(HR support)	All staff will be reviewed for necessary credentials and degrees before onboarding. ICON SM and benefits agency will support CRLA to appropriately onboard all staff, including payroll management, and benefits management and distribution Office Manager to provide additional HR and onboarding support	$77,446.00	No
3.2	Curriculum and Materials	The school will maintain purchases for all necessary curriculum and materials, inclusive of a new K classroom and 6th grade. This is inclusive of ensuring that any English Learners have access to ELD curriculums during designated and integrated instruction. CRLA is a charter school and has chosen a specific curriculum program guide to support implementation of our academic standards and goals. We do not use the Common Core curriculum. This year, we have implemented NWEA/MAP Growth Assessments as BOY, MOY, and EOY benchmarks. These assessments measure growth in math and reading and are taken by all students K-6th grade. Our TK program does not participate, but has its own developmental and academic assessments and progress markers. MAP Growth is a standardized assessment that is used nation-wide by	$201,946.00	No

Action #	Title	Description	Total Funds	Contributing
		private and public schools and meets most state standards. We believe that our benchmark assessments meet or exceed state standards. Adoption of an Algebra I curriculum for upper grades to support increased rigor and preparation for secondary coursework. We will also implement the Multitudes Reading Screener at the beginning of the year, particularly in grades K–2, to more effectively identify students at risk for reading difficulties, including dyslexia, and to inform early intervention. To further strengthen literacy supports, we will continue to utilize DIBELS to monitor foundational reading skills for students in first grade and above. For TK students with IEPs, the DRDP rating scale will be used to monitor developmental progress and inform instructional planning.		
3.3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	All staff will participate in professional development and training for best practices in: academic instruction, state assessments, safety, leadership, social and emotional learning, and behavior and crisis management. Additionally, all staff will attend classical education training from an external provider. Staff will also attend necessary professional development events that may require travel.	$138,296.00	No
3.4	ELPAC/ ELD Intervention Development	Teachers and instructional staff will receive training to prepare students for the ELPAC assessment. They will also be trained on effective ELD strategies. All staff will be trained in effective intervention/MTSS strategies. They will also attend necessary professional development events that may require travel. We will hire a new AP that will support with the ELD development and training.	$35,558.00	Yes
3.5	Training For special education	Teachers and instructional staff will receive training on supporting students who have an IEP. They will also attend necessary professional development events that may require travel. In order to continue to provide excellent targeted support for our students with disabilities, we will hire an additional paraprofessional.	$10,559.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Targeted Intervention	To effectively address the academic needs in literacy and math, we will employ both part-time and full-time Instructional Assistants (IAs). These IAs will be specifically tasked with delivering focused instruction and support in these core areas, aiming to boost student proficiency and close achievement gaps. Behavioral support is a critical component of our intervention program, recognizing the need to provide students with a holistic support system that addresses both academic and behavioral development. This facet of the program will integrate strategies to improve student behavior, thereby enhancing the overall learning environment and enabling better academic engagement and success. Our intervention efforts will be grounded in the Multi-Tiered System of Supports (MTSS) framework, which allows for the provision of support at varying levels of intensity based on student needs. This systematic approach ensures that all students receive the necessary support to thrive academically and socially. Student Study Team (SST) meetings will be organized to engage parents actively in the intervention process, ensuring a partnership between the school and families in addressing students' specific needs. These meetings are essential for sharing progress, discussing challenges, and planning future steps to support student learning and development. Additionally, a part-time School Psychologist will be available to contribute to the behavioral and academic support structures within the school. This professional will assist in assessing student needs, providing psychological services, and supporting the implementation of effective interventions.	$102,065.00	Yes
3.7	Targeted Intervention (cont)		$269,155.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$170,748	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.803%	0.000%	$0.00	3.803%

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
2.3	**Action:** Attendance Supports **Need:** Attendance Supports We have identified specific attendance needs for our unduplicated student group, representing 18% of our student population, which is primarily composed of socioeconomically disadvantaged students. This demographic is	The comprehensive attendance action plan is designed to address the identified need of improving attendance rates among our unduplicated student groups, particularly those who are socioeconomically disadvantaged. However, while the action is principally directed towards these students, the strategies implemented are beneficial on an LEA-wide or schoolwide basis to foster an inclusive and supportive educational environment for all students.	2.2: Suspension Rates 2.3: Expulsion Rates 2.4: Surveys of pupils to measure safety 2.5: Surveys of pupils to measure school connectedness 2.6: School Attendance Rate 2.7: Chronic Absenteeism Rate

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
	particularly vulnerable to the impacts of higher chronic absenteeism rates and lower ADA, which is a recognized on our 2024 CA School Dashboard performance with Socioeconomically Disadvantaged students reporting 29.98% chronically absent, over 12% higher than our overall average of 17.5%. Our data from the first two years corroborates the trend that unduplicated students exhibit lower attendance rates compared to their peers. **Scope:** LEA-wide	While this action targets the needs of unduplicated students, implementing it schoolwide ensures that all students benefit from a structured and supportive attendance system. This inclusive approach is essential for fostering a positive school culture and enhancing student engagement across the board.	
2.5	**Action:** Suspension Prevention **Need:** Suspension Prevention: We have identified specific suspension prevention needs for our unduplicated student group, representing 18% of our student population in our inaugural year of operations, which is primarily composed of socioeconomically disadvantaged students. This demographic is particularly vulnerable to the impacts of higher suspension rates, which is a recognized statewide issue as indicated by the California School Dashboard (all students: 3.2%, SED: 4% suspension rates).	Providing suspension prevention support is crucial for supporting unduplicated populations as it directly addresses and mitigates the factors leading to disciplinary actions that can negatively impact these students' educational trajectories. While the prevention support we provide is principally directed toward our small unduplicated population, the supports and interventions we will provide will benefit all students in avoiding suspensions and preventing behaviors that lead to suspensions.	2.2: Suspension Rates 2.3: Expulsion Rates 2.4: Surveys of pupils to measure safety 2.5: Surveys of pupils to measure school connectedness 2.6: School Attendance Rate 2.7: Chronic Absenteeism Rate

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
	While our 2024 CA School Dashboard reported 0% suspension during our first year, we understand that as we continue operations, our unduplicated populations are disproportionately impacted by higher suspensions. **Scope:** LEA-wide		
3.6	**Action:** Targeted Intervention **Need:** Targeted Intervention We have identified specific intervention needs for our unduplicated student group, representing 18% of our student population in our inaugural year of operations, which is primarily composed of socioeconomically disadvantaged students. This demographic is particularly vulnerable to the challenges that can impede their academic and social progress. These challenges might include limited access to educational resources, language barriers, or lack of stability at home. Targeted interventions are designed to address these specific barriers directly, ensuring that these students have the necessary support to succeed on par with their peers.	Providing targeted interventions will support our unduplicated populations on a school-wide basis by addressing specific academic and behavioral needs that directly impact their ability to succeed. By employing both part-time and full-time Instructional Assistants who are dedicated to delivering focused instruction in literacy and math will directly address the academic disparities often seen in unduplicated populations. By providing tailored support in these critical areas, IAs help boost student proficiency and close achievement gaps, ensuring that students who need extra help receive it promptly and effectively. Integrating behavioral support into the intervention program acknowledges the interconnectedness of academic performance and behavioral development. By improving student behavior, the program enhances the overall learning environment, which is crucial for enabling better academic engagement and success. This holistic approach ensures that	3.1: SBAC ELA and Math 3.2: % of EL students making progress toward ELPAC proficiency 3.3: EL Reclassification Rate

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
	Scope: LEA-wide	interventions address all facets of student development, fostering an environment conducive to learning for all, particularly those who might struggle with behavioral challenges	

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
3.4	**Action:** ELPAC/ ELD Intervention Development **Need:** This action is specifically designed to address the unique needs of English Learners (ELs), who currently represent a small but potentially growing segment of our student population. Our proactive approach aims to effectively support multilanguage learner students by anticipating their educational requirements and ensuring that our instructional staff is fully equipped to meet their specific learning challenges. Language Proficiency and Academic Achievement: Our English Learners face distinct challenges in achieving language proficiency,	All teachers and instructional staff will undergo comprehensive training focused on delivering effective English Language Development (ELD) strategies. This includes instructional methods that are tailored to boost language acquisition and literacy, directly impacting ELs' ability to access and engage with the curriculum at all academic levels. In the event that we receive more English Learners, our staff will be equipped to meet their academic needs. Part of the training will include Multi-Tiered System of Supports (MTSS) strategies which are essential for identifying and addressing the academic and behavioral needs of ELs. This structured support system ensures that interventions are timely, effective, and inclusive of all necessary supports for English Learners. While we have not seen an increase in behavioral challenges with our very limited number of English Learners, we know that the state data shows EL students with higher suspension rates	3.1: SBAC ELA and Math 3.2: % of EL students making progress toward ELPAC proficiency 3.3: EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	which directly impacts their overall academic performance and access to the curriculum. The need to develop language skills is crucial for these students to successfully engage with grade-level content and participate fully in all academic areas. Preparation for ELPAC: The English Language Proficiency Assessments for California (ELPAC) is a critical tool that measures the progress of English Learners towards English language proficiency. Our ELs need targeted preparation to ensure they can demonstrate their true capabilities and continue advancing in their language acquisition. Effective Integration into Mainstream Education: English Learners require specialized instructional strategies that support their integration into mainstream classes while also addressing their unique language learning needs. This integration is essential for promoting a sense of belonging and equity within the school community. Professional Development for Teachers and Staff: There is a significant need for ongoing professional development for teachers and instructional staff to ensure they are equipped with the latest Effective Language Development (ELD) strategies and interventions. This training	than the overall population. The Assistant Principal (AP) dedicated to ELD program oversight ensures that the LEA has the leadership necessary to adapt and scale the ELD interventions. The AP will monitor the effectiveness of teaching strategies and program implementation, making adjustments as needed based on student performance and feedback.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	will enhance their ability to support English Learners through differentiated instruction and tailored intervention strategies. Scalable Support Systems: Given the potential increase in the number of English Learners, our LEA must develop scalable systems of support that can adapt as our EL population grows. This includes having a dedicated administrative point (Assistant Principal) to oversee and enhance ELD programs and training, ensuring consistent and effective support for these students. **Scope:** Limited to Unduplicated Student Group(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.

NA

Additional Concentration Grant Funding

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

NA as we are not above 55% unduplicated

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	Single school LEA. Not applicable.	Single school LEA. Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Single school LEA. Not applicable.	Single school LEA. Not applicable.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,489,720	170,748	3.803%	0.000%	3.803%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,358,832.00	$323,217.00	$0.00	$39,200.00	$2,721,249.00	$1,556,778.00	$1,164,471.00

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	Parent Engagement	All	No			All Schools	On-Going	$26,822.00	$8,500.00	$35,322.00				$35,322.00	
1	1.2	Special Education and English Learner Parent Engagement Events	All Els and SPED	No			All Schools	On-Going	$2,677.00	$0.00	$2,677.00				$2,677.00	
1	1.3	Parent Volunteer and Education	All	No			All Schools	On-Going	$7,423.00	$22,115.00	$29,538.00				$29,538.00	
2	2.1	Campus Operations and Safety	All	No			All Schools	On-Going	$139,001.00	$354,378.00	$493,379.00				$493,379.00	
2	2.2	Technology	All	No			All Schools	On-Going	$0.00	$165,071.00	$165,071.00				$165,071.00	
2	2.3	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$14,732.00	$2,329.00	$17,061.00				$17,061.00	
2	2.4	Attendance Supports (cont)	All	No			All Schools	On-Going	$36,583.00	$8,940.00	$45,523.00				$45,523.00	
2	2.5	Suspension Prevention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$26,415.00	$0.00	$26,415.00				$26,415.00	
2	2.6	Suspension Prevention (cont)	All	No			All Schools	On-Going	$101,380.00	$0.00	$101,380.00				$101,380.00	
2	2.7	Mental Health Support	All	No			All Schools	On-Going	$21,450.00	$133,417.00	$21,450.00	$133,417.00			$154,867.00	
2	2.8	Broad Course of Study	All	No			All Schools	On-Going	$814,991.00	$0.00	$814,991.00				$814,991.00	
3	3.1	Professional and reliable onboarding(HR support)	All	No			All Schools	On-Going	$9,062.00	$68,384.00	$77,446.00				$77,446.00	
3	3.2	Curriculum and Materials	All	No			All Schools	On-Going	$0.00	$201,946.00	$201,946.00				$201,946.00	

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	3.3	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	All	No			All Schools	On-Going	$0.00	$138,296.00	$131,982.00			$6,314.00	$138,296.00	
3	3.4	ELPAC/ ELD Intervention Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-Going	$32,558.00	$3,000.00	$35,558.00				$35,558.00	
3	3.5	Training For special education	SPED	No			All Schools	On-Going	$10,559.00	$0.00	$8,580.00			$1,979.00	$10,559.00	
3	3.6	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$102,065.00	$0.00	$102,065.00				$102,065.00	
3	3.7	Targeted Intervention (cont)	All	No			All Schools	On-Going	$211,060.00	$58,095.00	$48,448.00	$189,800.00		$30,907.00	$269,155.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,489,720	170,748	3.803%	0.000%	3.803%	$181,099.00	0.000%	4.034 %	**Total:**	$181,099.00
								LEA-wide Total:	$145,541.00
								Limited Total:	$35,558.00
								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 (%)
2	**2.3**	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,061.00	
2	**2.5**	Suspension Prevention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,415.00	
3	**3.4**	ELPAC/ ELD Intervention Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,558.00	
3	**3.6**	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,065.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,742,491.00	$1,931,903.19

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**	Parent Engagement	No	$45,000	$44,909.15
1	**1.2**	Special Education and English Learner Parent Engagement Events	No	$4,000	$6,441.80
1	**1.3**	Parent Volunteer and Education	No	$43,858	$40,306.49
2	**2.1**	Campus Operations and Safety	No	$336,474	$363,945.41
2	**2.2**	Technology	No	$88,826	$85,890.10
2	**2.3**	Attendance Supports	Yes	$42,086	$45,629.54
2	**2.4**	Suspension Prevention	Yes	$101,054	$122,419.49
2	**2.5**	Mental Health Support	No	$87,361	$95,558.76
2	**2.6**	Broad Course of Study	No	$439,268	$464,834.04
3	**3.1**	Professional and reliable onboarding(HR support)	No	$95,245	$103,536.25
3	**3.2**	Curriculum and Materials	No	$120,400	$97,255.84

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)
3	**3.3**	Teacher Development In Curriculum, Classical Pedagogy, CAASPP, and Leadership	No	$81,425	$91,172.68
3	**3.4**	ELPAC/ ELD Intervention Development	Yes	$34,850	$34,915.65
3	**3.5**	Training For special education	No	$3,855	$5,650.26
3	**3.6**	Targeted Intervention	Yes	$218,789	$329,437.73

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$131,017	$124,943.00	$136,856.52	($11,913.52)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.3**	Attendance Supports	Yes	$9,154	$9,431.62		
2	**2.4**	Suspension Prevention	Yes	$21,321	$25,304.11		
3	**3.4**	ELPAC/ ELD Intervention Development	Yes	$5,794	$7,217.06		
3	**3.6**	Targeted Intervention	Yes	$88,674	$94,903.73		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,650,789	$131,017	0	3.589%	$136,856.52	0.000%	3.749%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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