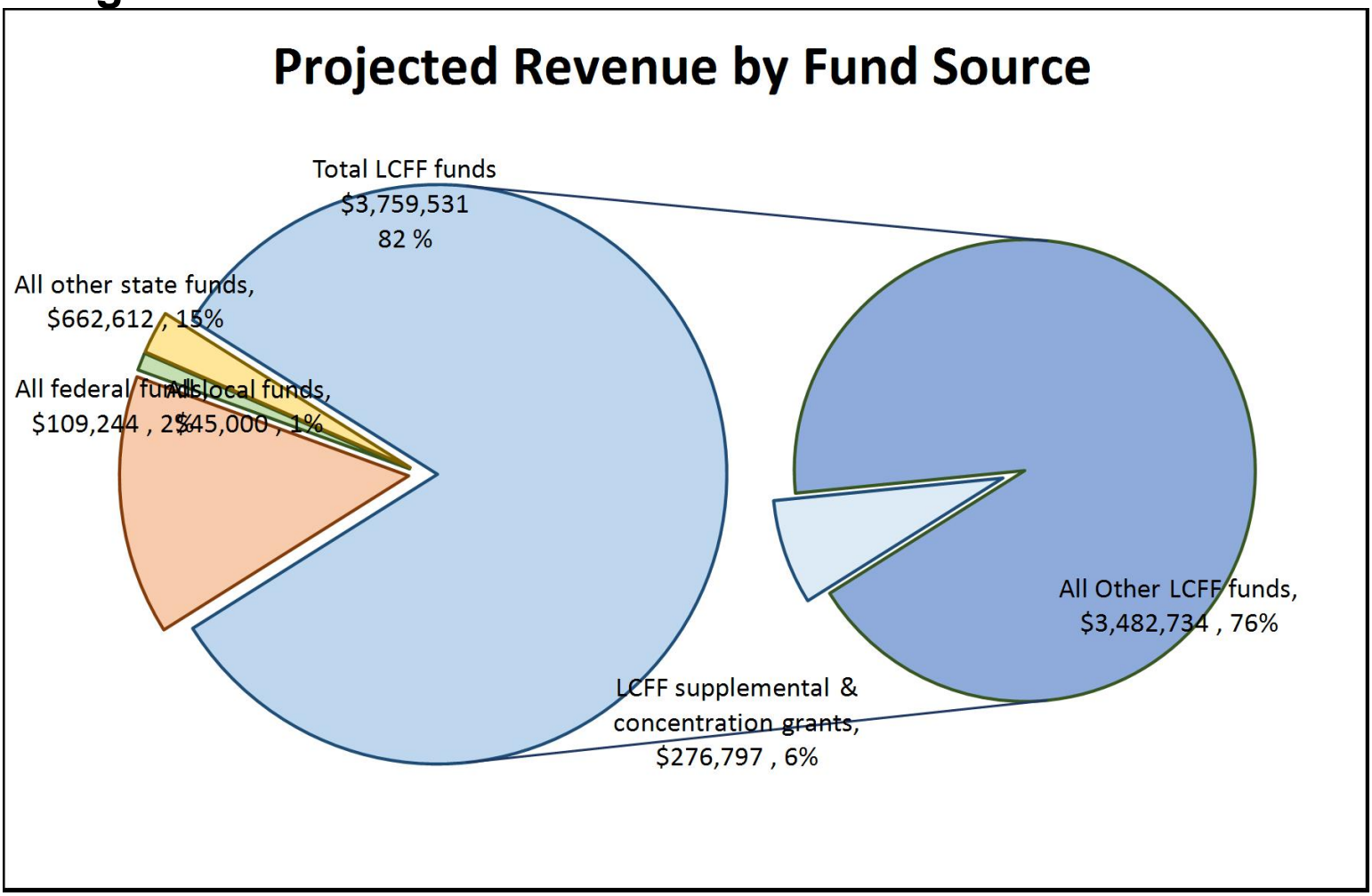
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Highland Academy Charter School
CDS Code: 33 66993 0127142
School Year: 2025-26
LEA contact information:
Billy McIntosh
Executive Director
bmcintosh@highland-academy.org
(951) 266-0220

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 2025-26 School Year

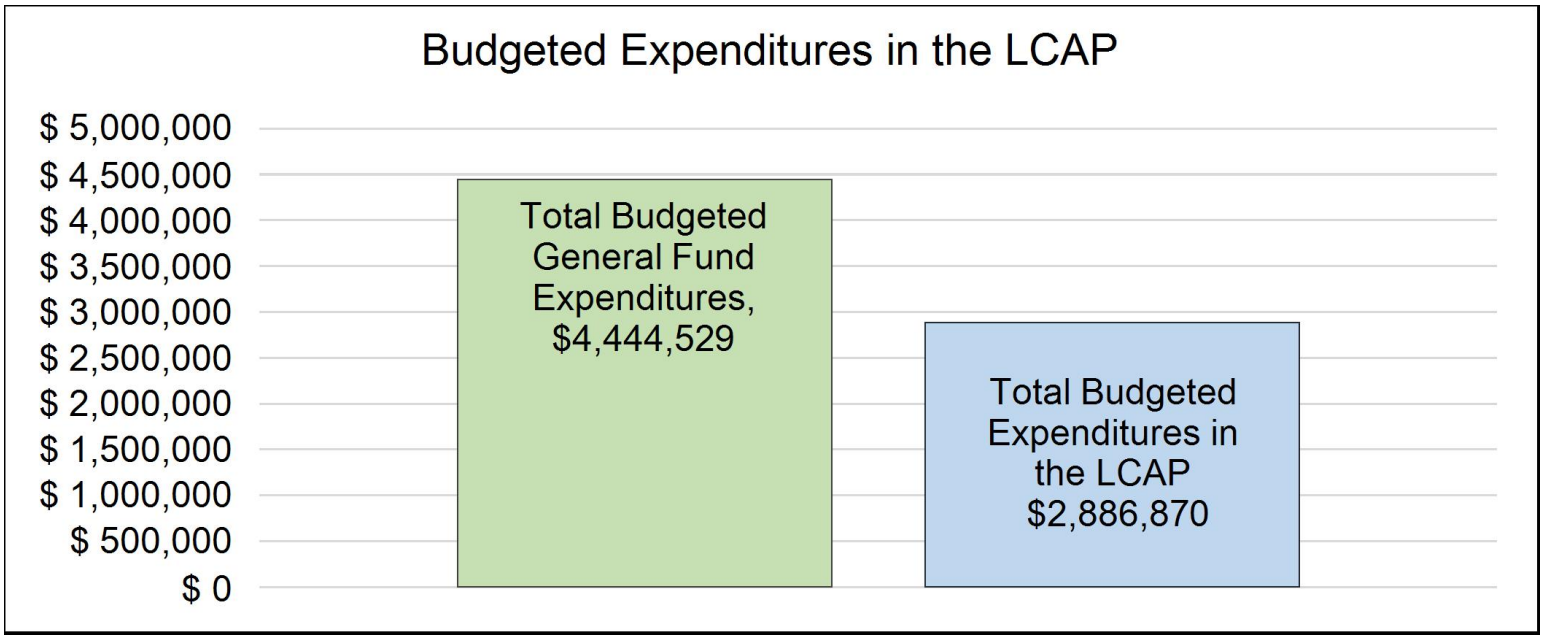


This chart shows the total general purpose revenue Highland Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Highland Academy Charter School is $4,576,387, of which $3,759,531 is Local Control Funding Formula (LCFF), $662,612 is other state funds, $45,000 is local funds, and $109,244 is federal funds. Of the $3,759,531 in LCFF Funds, $276,797 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 Highland Academy Charter School plans to spend for 2025-26. 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: Highland Academy Charter School plans to spend $444,4529 for the 2025-26 school year. Of that amount, $2,886,870 is tied to actions/services in the LCAP and $1,557,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our General Fund budget expenditures for the upcoming school year are expected to closely align with the programs and services outlined in our Local Control and Accountability Plan (LCAP). We do not anticipate significant deviations from the LCAP's expenditure priorities, as the plan comprehensively addresses the majority of our instructional, operational, and student support needs.

There are a few categories of General Fund expenditures that are not explicitly detailed within the LCAP's framework, primarily due to their nature as ongoing operational necessities or future-oriented capital improvements. These include:

(1) Operational and Administrative Costs: This category covers essential, day-to-day expenditures necessary for the school's functioning that are not directly tied to specific LCAP actions. Examples include utilities, office supplies, postage, general liability insurance premiums, routine financial auditing services, and general administrative salaries for roles not directly funded through LCAP-specific programs.

(2) Facilities Maintenance and Repairs: This encompasses ongoing, preventative maintenance and repair costs to ensure the safety and functionality of our aging campus and classrooms. While some modernization projects might be LCAP-driven, routine upkeep, repairs, general landscaping, and pest control are part of general operational expenditures.

(3) Non-LCAP-Specific Professional Development: While the LCAP may fund professional development aligned with its goals, there might be general professional development opportunities for staff that are not directly linked to LCAP metrics but are beneficial for overall staff growth and compliance.
.
Looking ahead, we anticipate future General Fund expenditures may be necessary in:

(1) Technology Equipment Refresh: We foresee the need for a technology equipment refresh in the coming years to ensure our students and staff have access to current and effective tools for learning and administration. This will involve replacing aging devices, upgrading network infrastructure, and investing in new educational software licenses.

(2) Campus and Classroom Modernization/Upkeep: To maintain a high-quality learning environment, we will continue to allocate funds to keep our campus and classrooms up-to-date. This includes anticipating future needs for furniture replacement, minor renovations, and proactive investments in facility improvements that enhance the student experience and support evolving instructional practices.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Highland Academy Charter School is projecting it will receive $276,797 based on the enrollment of foster youth, English learner, and low-income students. Highland Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Highland Academy Charter School plans to spend $366,480 towards meeting this requirement, as described in the LCAP.

For the 2025-26 school year, Highland Academy Charter School projects receiving $276,797 in supplemental and concentration funds based on the enrollment of our foster youth, English learner, and low-income students (collectively referred to as high-needs students). Our school intends to increase and improve services for high-needs students by allocating these funds towards the following programs and actions as described in the LCAP through the following strategies:

(1) Academic Support and Intervention Programs:

- Small Group Instruction: Funds will support additional staffing and opportunities for small group instruction, providing individualized or small-group academic interventions in reading, writing, and mathematics for high-needs students.
- Tutoring and Homework Support: Expansion of our after-school academic support programs, offering extended learning opportunities and targeted tutoring sessions specifically designed to reinforce classroom learning and address academic gaps for high-needs students.
- Instructional Materials: Acquiring relevant and differentiated instructional materials, technology licenses, and resources specifically designed to meet the diverse learning needs of English learners, students from low-income backgrounds, and foster youth.

(2) Social-Emotional and Wellness Support:

- Increased Counseling Services: Expanded access to counseling services, behavior Interventionists, and other specialists providing individualized and group support to address the social-emotional well-being and mental health needs.

- Positive Behavior Interventions and Supports (PBIS): Investment in professional development, curriculum, and materials for staff on trauma-informed practices and culturally responsive behavior management strategies to create a more supportive and inclusive school environment.

- Family Engagement Initiatives: Strengthening outreach and support services for families of high-needs students and connecting families with community resources.

(3) Staff Professional Development focused on High-Needs Students:

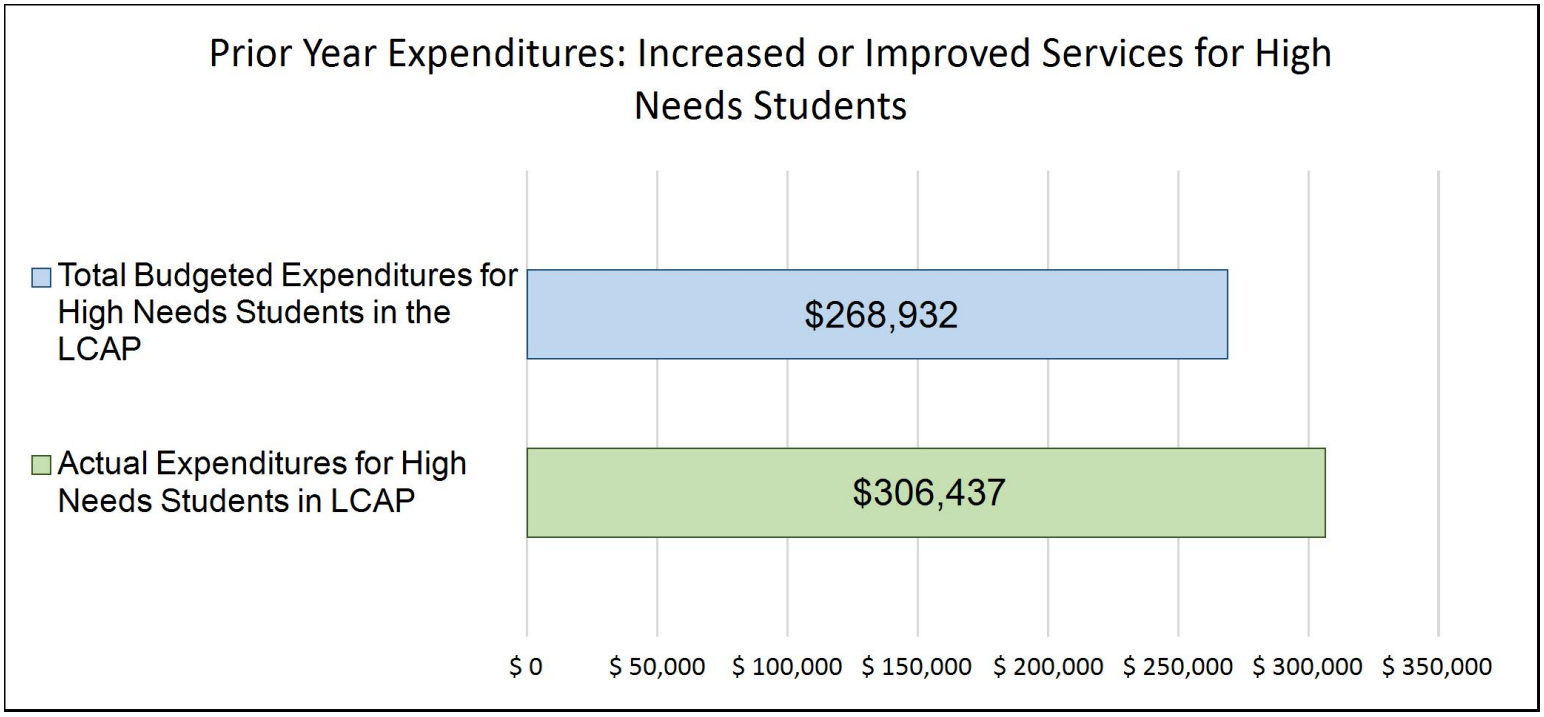
- Differentiated Instruction Training: Providing ongoing professional development for all teachers and instructional aides on effective differentiated instruction strategies, and scaffolding techniques to better meet the varied academic needs of high-needs students in inclusive classroom settings.

- English Language Development (ELD) Best Practices: Training for staff on research-based ELD methodologies, ensuring effective language acquisition support is integrated across all content areas for our English learner population.

These services are designed to be supplementary to the base programs and services provided to all students, ensuring that our high-needs students receive the additional resources and support necessary. The implementation and effectiveness of these services will be monitored and evaluated through the metrics outlined in our LCAP goals.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Highland Academy Charter School's LCAP budgeted $268,932 for planned actions to increase or improve services for high needs students. Highland Academy Charter School actually spent $306,437 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $37,505 had the following impact on Highland Academy Charter School’s ability to increase or improve services for high needs students:

In the 2025-26 school year, Highland Academy Charter School's actual expenditures for services to high-needs students exceeded our initial budget by $37,505. This difference signifies that more expenditures were needed than originally projected to effectively increase or improve services for our high-needs students.

A primary factor driving this difference is our school's growing number of students needing Special Education (SPED) services, along with a general rise in special education costs across the board. This has particularly impacted expenses and demand for specialized staff, especially from the Non-Public Agencies (NPAs) we partner with to provide many of the services our students with special needs require. We have also seen a rising costs of assessments. The need for comprehensive assessments for newly identified students, along with an increase in the intensity and frequency of required therapies and assessments for our growing SPED population, led to higher-than-anticipated costs.

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
Highland Academy Charter School	Billy McIntosh Executive Director	bmcintosh@highland-academy.org (951) 266-0220

Plan Summary [2025-26]

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.

Mission statement:

At Highland Academy, we pride ourselves in helping students identify their strengths. We welcome students to explore their innate curiosity through rigorous and inclusive learning. We produce respectful, imaginative, and vibrant learners to enter into our dynamic workforce and community. There are many roads to genius, and we help you find yours!

Highland Academy, a charter school established in 2013 in Beaumont, California, serves 340 students from transitional kindergarten to 8th grade. Embracing a learning-by-doing philosophy, we prioritize project-based learning, fostering dynamic classrooms where students engage with real-world problems through integrated, hands-on projects. This approach stimulates curiosity, critical thinking, and a strong sense of purpose.

With small class sizes of about 22 in elementary and 25 in middle school, we provide personalized attention and nurture a close-knit community. Our teachers serve as facilitators, guiding each student's unique learning journey.

Highland Academy's educational focus extends beyond academics, aiming to develop well-rounded individuals. Our innovative methods naturally enhance essential collaboration, communication, and problem-solving skills. Students learn to think critically, express their ideas

confidently, and work together toward shared goals. Whether building robots or publishing a book, we empower students to actively participate in their education and the world.

We are proud of Highland Academy's safe and inclusive atmosphere, reflected in our diverse student body:

American Indian or Alaskan Native: 1.2%
Asian: 1.8%
Filipino: 1.2%
Black or African American: 2.7%
Hispanic or Latino: 47.3%
Native Hawaiian or Pacific Islander: 0%
Two or More Races: 6.4%
White: 35.5%

5.5% of our students are English Learners, 39.7% are socioeconomically disadvantaged, and 11.8% have disabilities. As part of the EL Dorado Charter SELPA, we offer excellent educational opportunities for students with special needs.

Highland Academy employs 3 administrators, 19 certified teachers, and 15 paraprofessional and support staff—37 passionate individuals dedicated to supporting students and helping them realize their potential. As an independent California public charter school, we maintain a strong, collaborative relationship with our authorizing district, Beaumont Unified, which recently renewed our charter until 2030. We also work closely with the Riverside County Office of Education. These organizations value parental choice in education and support our innovative approach, for which we are grateful.

Reflections: Annual Performance

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

Highland Academy's year concluded successfully, marked by student growth and strong parental involvement in school events. Increased campus supervision and social-emotional support improved the school climate, reducing suspensions and disciplinary issues. Effective support for at-risk students and restorative practices are keeping students in class. The middle school's 7th Period is beneficial for remediation and enrichment.

Student attendance has significantly improved, vital for academic success. Chronic absenteeism remains a challenge, and while virtual options allow students to remain connected to their class, in-person learning is always preferred. The goal for each student is to have less than 10% of absences throughout the school year. Current data shows 13.7% school-wide chronic absenteeism, a 7.2% improvement from last year. An early warning system monitors attendance, allowing for quick intervention and parental communication. The monthly "90% Club" attendance celebration boosted student presence, and strategies to encourage attendance are being developed to foster a positive school environment that students enjoy.

School-wide academic achievement in Math and Language Arts on state tests improved, with a 4.4 point increase in Language Arts and a 7.9 point increase in Math from the previous year. Further improvement is needed as we will be focusing on targeted support, varied assessments, and teacher professional development.

Several student groups showed notable gains. In Math, English Learners improved 15.2 points, Students With Disabilities 18.2 points, Hispanic students 12.9 points, and Socioeconomically Disadvantaged students 14.7 points. In English, English Learners grew by 4 points, Hispanic students by 28.9 points, and Socioeconomically Disadvantaged students by 21.4 points.

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment

Highland Academy's LREBG Needs Assessment evaluates the COVID-19 pandemic's effects on students' academic performance, social-emotional well-being, and attendance. This assessment aims to pinpoint the most pressing student needs, worsened or newly created by the pandemic, and suggest proven strategies for accelerated learning and comprehensive recovery. Local Educational Agencies (LEAs) with remaining funds must incorporate actions funded by LREBG funds into their Local Control and Accountability Plans (LCAPs). Listed below are goals and actions that will receive LREBG funding:

1.2 Academic Diagnostics and Monitoring - Clear baselines for student performance, vital after pandemic-related learning gaps, are established using these tools. This allows the school to set precise and measurable objectives. Through regular progress tracking via formative and interim assessments and data dashboards, the school ensures actions and expenditures effectively advance students toward these goals. A continuous cycle of assessing student needs, implementing focused interventions, monitoring impact, and making adjustments creates an evidence-based approach for ongoing school improvement.

1.5 Professional Development - Professional Development (PD) empowers educators to address learning loss and provide emotional support by training them in data-driven instruction and Social-Emotional Learning (SEL). This enables teachers to pinpoint academic gaps, foster supportive environments, and meet students' mental health needs. PD also enhances a charter school's capacity to monitor LCAP progress by improving assessment literacy and data analysis, ensuring recovery efforts are measurable, effective, and continuously refined.

1.8 Curriculum - A well-designed curriculum is crucial for students recovering from pandemic-related learning loss. It provides structure, content, and sequencing to address academic gaps by focusing on key standards and skills. Streamlining or spiraling content reinforces prerequisites while introducing new material, preventing further learning loss. A flexible curriculum that includes social-emotional learning and differentiated pathways addresses both academic and emotional needs, re-engaging students and promoting stability disrupted by the pandemic.

1.11 Math and ELA paraprofessionals - Our school relies heavily on ELA and Math paraprofessionals to address learning loss and achieve LCAP goals by delivering essential student support. Paraprofessionals provide targeted small-group instruction, re-teach concepts, and offer individualized academic assistance, accelerating student progress and closing learning gaps. They also offer critical emotional support, fostering positive relationships and helping students manage learning-related anxieties, vital for re-engagement and well-being. Their support

allows lead teachers to concentrate on whole-class instruction, ensuring all students receive the necessary tailored assistance to meet academic and social-emotional benchmarks.

1.12 Remedial Math and Language Arts Teacher - These teachers diagnose specific learning gaps and create personalized plans. They provide targeted instruction in small groups or within classrooms to build foundational skills needed for grade-level work. Additionally, they offer emotional support, boosting confidence and reducing learning anxiety, which helps students succeed.

Goal 2 - Stakeholder Engagement - Student success hinges on consistent school attendance, forming the foundation of academic and social-emotional development. Each absence means lost learning, hindering comprehension, retention, and classroom engagement. Acknowledging this link to learning loss, particularly after the pandemic, Highland Academy is enhancing student attendance through several strategies. These include communicating regularly with families, addressing attendance obstacles like health or transportation, incentivizing good attendance, and involving truant officers or liaisons when required.

3.2 School-wide social emotional development program - Our school-wide social-emotional learning (SEL) program is crucial for student success, especially post-pandemic. By systematically developing core SEL skills—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—a supportive environment is created where academics are prioritized. Students with strong SEL skills better engage academically, overcome challenges, and manage social complexities, leading to improved performance, fewer behavioral issues, and greater well-being. This ensures all students, not just those with identified needs, gain essential life skills for academic and future success.

3.3 Alternatives to Suspension - Alternative discipline methods instead of suspension are vital for students, especially in a holistic charter school. Practices like restorative approaches and counseling address behavioral roots while keeping students engaged in education. This prevents learning loss, builds social-emotional skills, supports mental health, and aids in successful reintegration and long-term growth.

3.5 Conflict resolution program - Conflict resolution programs are crucial for students post-pandemic due to increased social-emotional needs. These programs teach skills like active listening and empathy, enabling students to resolve disputes peacefully and preventing issues from disrupting learning. This creates a supportive environment essential for academic recovery and provides life skills that enhance relationships, reduce stress, and improve well-being and future success.

Reflections: Technical Assistance

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

Highland Academy has successfully exited Additional Targeted Support and Improvement (ATSI) eligibility due to significant progress in priority areas and student groups. Despite no longer requiring ATSI, the effective comprehensive systems put in place will remain operational.

Attendance Management and Intervention:

Monitoring: Daily and weekly attendance is tracked via PowerSchool. Monthly reports categorize data by student and class. Quarterly trend analyses identify patterns.

Response: A tiered intervention system addresses attendance concerns:

- Tier 1: Automated reminders for occasional absences.
- Tier 2: Personalized communication for frequent absences.
- Tier 3: SARB meetings for chronic absenteeism (over 10% absence), possibly involving social workers.

Evaluation: School administration reviews intervention effectiveness and makes data-driven adjustments. Attendance data is shared with the school's Board quarterly.

Extended Engagement Strategies:

Parent-Teacher Conferences: Discuss student progress and address attendance barriers.

Family Engagement Events: Fosters community and communication. Attendance at school events has consistently increased.

Attendance Incentives: Celebrations and incentives motivate students and families.

Positive Behavior Support and Suspension Management:

Tracking Suspensions: School administration tracks disciplinary incidents, analyzes data, and benchmarks against district and state averages. Suspension data is shared with the Board quarterly.

Promoting Positive Behavior: Refined PBIS framework, data-driven decision-making, restorative justice practices, and a school-wide social-emotional program are implemented.

Evaluation: Suspension reduction goals are set, climate surveys are conducted, and long-term outcomes are emphasized (attendance, academic achievement).

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.

Highland Academy Charter School has not been identified as being eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Stakeholders - Parents, students, and staff	A link to surveys for all stakeholder groups were distributed at the end of the first semester. We also hosted an LCAP information meeting on December 12, 2024. Invitations to this meeting were sent home with students and posted online. Following the meeting, the LCAP information presented was made available online and shared directly with our families, including a link to an open-response survey for further input. Both the LCAP and the annual budget are available for public hearing before their final approval, ensuring transparency and community involvement in our planning process.
All Staff	Our LCAP evolved through collaborative discussions held during our bi-monthly staff meetings/trainings, which take place on Fridays. Agendas are shared three days in advance, giving all staff members an opportunity to propose discussion items. Many of the program changes outlined in this LCAP are a direct result of these meaningful discussions, reflecting our commitment to incorporating staff input into our planning.
All Stakeholders - Parents, students, and staff	The parents, staff, and students received a stakeholder survey at the end of the 1st semester.
All Stakeholders - Parents, students, and staff	The LCAP was presented at our school's June 10, 2025 Board meeting for public hearing. Draft of the proposed LCAP was also posted with a link provided for stakeholders to comment if they were unable to attend the public hearing.

Educational Partner(s)	Process for Engagement
All Stakeholders - Parents, students, and staff	Our school's small size and open-door policy naturally foster a constant flow of communication between school and home. This environment organically invites conversations between families and school leadership, where parents feel comfortable sharing their opinions, and school leadership genuinely welcomes their input.

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

This year's initiatives will address the priority areas identified in the California School Dashboard, which align with the concerns expressed by parents/guardians, students, and staff. The plan includes:

- Remedial Support: Continuing the 7th Period intervention program in middle school for at-risk students.
- Special Education: Hiring an additional special education teacher to better support students with special needs.
- Academic Support: Creating an SAI Academic Essentials elective class.
- Curriculum Development: Reviewing and adopting new curriculum and programs.
- Communication: Implementing a new system to improve outreach to parents via email, text, or phone across all grades (TK-8).
- Security Enhancements: Installing a front door security entry system and privacy shades around the campus exterior fence.
- Facility Upgrades: Conducting repairs, maintenance, and facility improvements.
- Professional Development: Providing staff training to enhance classroom instruction, ensuring it is rigorous, standards-based, and inclusive of all students' goals and abilities.
- Targeted Intervention: Offering specific interventions in ELA and math for identified students TK-8, including pull-out remediation, elective classes, and targeted 7th periods.
- Expanded Enrichment: Expanding the school's Expanded Learning Opportunities (ELO) Program, specifically the HOWL after-school program and the June-July Summer Academy.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: Fully Credentialed & Appropriately Assigned	74.79% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 0% Intern Credential Holders Properly Assigned 13.61% Teachers Without Credentials and	Teacher Assignment Statistics: 76.67% of staff are Fully Credentialed for Subject and Student Placement (properly assigned). This is a 1.88% increase in properly		Increase the amount of fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) to at least 83.79%. Decrease the number of	There was a positive trend with a 1.88% increase in properly assigned staff and a 10.43% reduction in Out-of-Field Teachers. However, we also note a 9.29% increase in teachers lacking credentials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Misassignments (“ineffective” under ESSA) 11.54% Credentialed Teachers Assigned Out-ofField (“out-of-field” under ESSA)	assigned staff from the previous year. 0% of teachers are Intern Credential Holders and Properly Assigned. There has been a 9.29% increase in teachers lacking credentials or being misassigned, classified as "ineffective" under the Every Student Succeeds Act (ESSA). Currently, 20.83% of teachers fall into this category. Out-of-field teacher assignments, as defined under ESSA, stand at 1.11% of our school's credentialed teachers. This figure reflects a 10.43% reduction in the number of teachers falling into this category		teachers Without Credentials and Misassignments (“ineffective” under ESSA) to at least 4.30% Decrease the number of Credentialed Teachers Assigned Out-ofField (“out-of-field” under ESSA) to at least 4.28%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from the previous year.			
1.2	CAASPP ELA - ALL students	38.83% of HACS students Met or Exceeded Standard in the 2023 School Year (SY) 2022-23 state testing average was 46.66%, putting our school 7.83% below that mark.	In the 2023-24 school year, 44.70% of HACS students achieved or surpassed the standard. This reflects a 5.87% improvement compared to the prior year. The 2023-24 state testing average stood at 47.04%, positioning our school 2.34% below that statewide mark.		Increase the number of HACS students who Met or Exceeded Standard in ELA to 53.83%	5.87% improvement compared to the prior year
1.3	CAASPP Math - ALL students	25.18% of HACS students Met or Exceeded Standard in the 2023 SY. 2022-23 state testing average was 34.62% putting our school 9.44% below that mark.	In the 2023-24 school year, 25.96% of HACS students achieved or surpassed the standard, marking a slight increase of 0.78% from the year before. The school's average is 9.58% below the state testing average of		Increase the number of HACS students who Met or Exceeded Standard in Math to 40.18%	Slight increase of 0.78% from the year before

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			35.54% for the same period.			
1.4	Student Access to Curriculum	100% Student Access to Adopted Curriculum	Our school provided the adopted curriculum to all students, achieving 100% access.		Maintain 100% Student Access to Adopted Curriculum	Maintained 100% access
1.5	English Learner Progress	2023 Dashboard 50% of EL Students making progress towards proficiency	Progress toward proficiency among EL Students dipped to 11.1% in 2024, according to the Dashboard, marking a decrease compared to the prior year.		50% of EL Students will make progress towards proficiency each academic year.	EL students making progressed decreased -38.9%

Goal Analysis [2024-25]

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.

Highland Academy Charter School largely achieved its goals for providing foundational learning services this past year, demonstrating a strong commitment to the actions outlined in Goal 1 of our LCAP. Our students consistently benefited from qualified teachers, access to standards-aligned materials, a thoughtfully designed academic program, and well-maintained facilities.

Overall, substantive differences between our planned actions and their actual implementation were minimal. We met most of our targets with fidelity. The slight deviations that occurred were primarily due to external factors or minor logistical adjustments, and they did not diminish the quality or availability of core services.

Challenges:

- Competitive Staffing Landscape: Attracting and retaining highly qualified educators, particularly in niche or high-demand areas like Special Education and certain content areas, remains a competitive endeavor in our state. We continue to prioritize proactive recruitment strategies and foster a supportive, attractive work environment to mitigate this challenge.
- Rising Costs of Educational Resources: We faced increasing costs for acquiring and updating standards-aligned instructional materials and essential educational technology. This necessitates careful budget management to ensure we can provide top-tier resources without impacting other vital school services.
- Managing Aging Infrastructure: While our facilities are consistently well-maintained, the ongoing need for preventative maintenance and occasional larger repairs, typical for a campus of our age, requires continuous attention and strategic resource allocation.

Successes:

- Delivery of Highly Qualified Instruction: A significant success was maintaining an increased rate of highly qualified teachers. This ensures that every student consistently receives instruction from credentialed and competent educators.
- Academic Program Implementation: We successfully carried out our academic program, incorporating the updated elementary literacy intervention program and refining the middle school's 7th period intervention. Both teachers and students have provided positive feedback on these initiatives.
- Positive Learning Environment: Our efforts in maintaining school facilities resulted in a safe, clean, and conducive learning environment. This was frequently highlighted in stakeholder feedback as a key positive aspect of our school.
- Teacher Collaboration: Our regular staff meetings and embedded professional development fostered a strong culture of collaboration among teachers, enabling them to continually refine their instructional practices and effectively meet diverse student needs.
- Teacher Training: Every certified staff member participated in at least one professional development training session last school year. These trainings were chosen for their relevance to both the staff's subject area and the Local Control and Accountability Plan (LCAP) goals of our school.

Highland Academy remains steadfast in its commitment to providing all students with the fundamental learning services necessary for academic success. We are proud of our consistent implementation and will continue to build upon these successes while strategically addressing minor challenges in the future.

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.

Budget versus actual spending for Goal #1 at Highland Academy varied significantly across several Action Items:

- 1.1 New Teacher Induction: With a budget of $20,000, only $4,900 was spent. This underutilization was due to fewer first and second-year teachers participating in the induction program than originally projected.
- 1.4 Chromebooks & Technology Upgrades: A budget of $80,000 was allocated, but no funds were used. This was because a major technology refresh occurred at the end of the prior year. Additionally, the unexpected durability of existing devices made new purchases unnecessary this year.

- 1.6 Safe & Maintained Facilities: $323,566 was budgeted, yet only $203,545 was spent. Several large-scale facility projects were completed by the Beaumont Unified School District at no cost to Highland Academy. Further, some repairs and upgrades were completed internally by existing staff, avoiding external contractors.
- 1.7 Special Education Paraprofessionals: The unexpected vacancy of one SPED paraprofessional position for part of the year led to an expenditure of $42,660.75 instead of the $61,091.72 budgeted.
- 1.12 Remedial Math and Language Arts Teachers: Actual spending exceeded the budget in this area. $205,575.07 was spent, compared to the budgeted $161,779.23. This increase reflects the ongoing focus on Math and Language Arts improvement. While there was growth this year, school performance still trails behind state averages.

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

We observed school-wide growth in both mathematics and language arts, a clear indication that our instructional strategies and resource allocations are yielding positive results. This academic improvement was not limited to the general student population; we also saw growth in most of our student subgroups, including English learners, socioeconomically disadvantaged students, and students with disabilities. Overall, our data confirms that academics are up, reflecting the impact of our focused efforts on instruction and support.

Feedback gathered from our various stakeholder groups (parents, staff, and students) has been generally positive, affirming the value and effectiveness of our implemented actions. This feedback highlights a shared sense of progress and satisfaction with the services and learning environment provided by Highland Academy.

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.

Highland Academy Charter School is not planning any major changes to our LCAP goals, metrics, target outcomes, or actions for the coming year. Our current framework has proven effective in driving student success and addressing the diverse needs of our school community.

For the upcoming year we will maintain our established LCAP framework. Our goals and actions allow for the flexibility to continuously respond to student needs as they arise, ensuring that our services remain relevant and effective for every learner. We are committed to building upon our successes and refining our practices incrementally to further enhance educational outcomes for all Highland Academy students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	New Teacher Induction	Highland Academy prioritizes the development of our educators. New faculty members entering their first or second year are eligible for full financial support towards completing their state teacher induction program. This program expedites the credentialing process and ensures you meet all necessary requirements for licensure.	$20,000.00	No
1.2	Academic Diagnostics and Monitoring	Empowering teachers with actionable data from diagnostic programs to monitor student progress in both Language Arts and Math.	$26,034.99	Yes
1.3	Highly Qualified Educators	Employ and retain a highly qualified educators. Ensure teachers, administrators, and paraprofessionals are properly credentialed and appropriately assigned.	$1,592,318.72	No
1.4	Chromebooks & Technology Upgrades	Equip all students with Chromebooks and essential technology to ensure equitable access to the core curriculum and active engagement in class.	$10,000.00	No
1.5	Professional Development	Highland Academy's professional development program emphasizes ongoing support for all teachers. We prioritize training on effective strategies for supporting English Learners, students with disabilities, and students who are otherwise at-risk.	$20,000.00	Yes
1.6	Safe & Maintained Facilities	Ensure a clean, safe, and efficient learning environment for our students and staff. Our school will respond to repair needs promptly to ensure campus remains functional year-round.	$291,217.00	No
1.7	Special Education Paraprofessionals	Highland Academy will employ qualified paraprofessionals to work with students who have IEPs, 504s or are otherwise considered at-risk in helping them make progress towards their goals.	$35,527.25	No

Action #	Title	Description	Total Funds	Contributing
1.8	Curriculum	Highland Academy is investing in high-quality, standards-aligned curriculum that seamlessly integrates with our project-based learning (PBL) approach. This curriculum offers built-in differentiation, ensuring both advanced and struggling learners receive the support they need to thrive in engaging, project-driven environments.	$36,000.00	Yes
1.9	SAI Education Specialist	To bolster our commitment to supporting struggling students, Highland Academy has hired a dedicated Education Specialist. This specialist will focus on managing IEP caseloads, collaborating with teachers to deliver targeted instruction, and providing individualized support to ensure all students have the resources they need to meet their goals.	$106,422.91	No
1.10	Related Services	Highland Academy partners with a reputable Non-Public Agencies (NPA) to ensure all students on Individualized Education Programs (IEPs) receive the specialized support they need. This partnership allows us to expand our in-house expertise and provide high-quality related services aligned with each student's IEP goals.	$230,000.00	No
1.11	Math and ELA Paraprofessionals	The school employs two language arts and math paraprofessionals to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	$57,098.05	Yes
1.12	Remedial Math and Language Arts Teachers	The school employs a remedial language arts teacher and a remedial math teacher to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	$246,135.92	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase levels of involvement and engagement across all stakeholder groups.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Increasing involvement and engagement across all stakeholder groups – students, parents, and teachers – is crucial for our school's success. By fostering this collaborative environment, we benefit from a wider range of perspectives, leading to more effective programs and a stronger sense of community. Engaged students feel empowered and invested in their learning, while involved parents become active partners in their child's education. Empowered teachers, with the support of parents and students, can create a more responsive and enriching learning experience for all. This collaborative approach ultimately strengthens the charter school's ability to achieve its mission and ensure student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA) Rate	2023-24 ADA as of May 2024: 94.8%	2024-25 ADA as of May 2025: 93.9%. This represents a slight decrease from the previous year of 0.9%.		Increase and maintain an ADA of at least 95%	Decrease of 0.9%
2.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of HACS students identified as Chronically Absent	2023-24 CA Dashboard: 13.7% of HACS students identified as Chronically Absent. This		No more than 11.9% of HACS students identified as Chronically Absent	Improvement of 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			represents an improvement of 7.2%			
2.3	Stakeholder partiicpation	Attendance and participation as measured by attendance sheets, head counts, and observations	Attendance and participation remained consistent with last year's figures, as confirmed by attendance records, headcounts, and observations.		Increased attendance and participation from the prior year as measured by attendance sheets, head counts, and observations	Participation remained consistent with last year's figures
2.4	Student Enrollment	Enrollment as of April 2024: 321	Enrollment data for May 2025 indicates a total of 325 students, representing a net increase of 4 students compared to the previous year.		Maintain an enrollment of at least 330 students	Net increase of 4 students

Goal Analysis [2024-25]

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.

The implementation of actions aimed at increasing stakeholder engagement closely aligned with our plans. Substantive differences were minimal, reflecting the effectiveness of our established communication channels and community-building initiatives.

Challenges:

- Diverse Parent Availability: A persistent challenge is accommodating the varying schedules and commitments of our diverse parent population. While we offer multiple communication avenues, ensuring equitable access to in-person events and meetings remains an area for continuous improvement.

- Translating Input into Visible Action: Ensuring that stakeholder feedback is not only collected but visibly translated into tangible school improvements is crucial for sustaining engagement.
- Engaging the "Hard-to-Reach" Families: While overall engagement is up, reaching and effectively involving families who face significant socio-economic barriers or language differences requires targeted and sustained outreach efforts beyond general communications.

Successes:

- Increased Parent Participation in School Events: We saw a marked increase in parent attendance at various school events, including parent-teacher conferences, student performances, and volunteer opportunities. This demonstrates a growing comfort level and desire to be involved.
- Teacher Input: Our bi-monthly staff meetings, with agendas shared in advance and opportunities for staff to add items, have significantly empowered teachers. Several key program changes in this LCAP are a direct result of these valuable discussions, demonstrating effective teacher engagement.
- Organic Family-School Communication: Our small school size, combined with an open-door policy, has organically fostered a constant and comfortable flow of communication between school and home. Parents consistently report feeling comfortable sharing their opinions, and school leadership genuinely welcomes this input.
- Student Input: The expansion of student leadership roles and their active participation in school decision-making processes has led to more engaged and invested students.
- Stakeholder Feedback: The collaborative atmosphere and community spirit are clearly valued, as evidenced by both casual and structured feedback across all groups. This confirms our dedication to building a shared responsibility for student achievement is successful. While celebrating our advancements in these domains, we continually seek opportunities for enhancement.

Our actions have successfully fostered a more collaborative and communicative environment, which we believe is directly contributing to a stronger school and improved outcomes for our students. We will continue to build on these successes, adapting as needed to maximize participation across all segments of our school 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.

Discrepancies occurred between the budgeted and actual expenses for Goal #2 at Highland Academy, particularly among the Action Items:

- 2.2 Technology - Website and Social Media: Although $1,000 was allocated, only $238 was spent. This variance resulted from a postponed website server migration, now scheduled for the next year.
- 2.3 Student Information System: The implementation of a supplemental enrollment service for the Student Information System (SIS) led to a considerable budget overage. Actual costs reached $28,948, exceeding the $12,000 budget.

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

Our school's commitment to increasing stakeholder involvement and engagement is a continuous process, and our actions to date have yielded promising results, demonstrating clear progress toward this vital goal. We've focused on creating diverse avenues for participation, enhancing communication, and actively soliciting feedback, leading to a more connected and supportive 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.

We're pleased with the progress we've made in this area and anticipate only minor adjustments to our current approach. We'll continue to remain flexible, however, and will adapt our strategies if stakeholder feedback and data indicate a need for change.

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	Technology - Group Messaging	Highland Academy is committed to ensuring all families receive important school updates. We utilize Bloomz, a powerful communication tool, to reach all of our families via text, email, or phone call.	$1,800.00	No
2.2	Technology - Website and social media	Highland Academy is committed to keeping our families informed and engaged. We're actively developing our website (highland-academy.org) and social media presence to provide a central hub for resources, upcoming events, and important school information.	$250.00	No
2.3	Student Information System (SIS)	We leverage our student information system, PowerSchool, to monitor attendance data daily, weekly, and monthly. This allows us to identify students at risk of missing excessive school and proactively implement our supportive attendance policy to ensure their academic success.	$29,550.00	No
2.4	Virtual Tutoring / Meetings	Highland Academy leverages Google Meets and Zoom to facilitate efficient and cost-effective professional development and meetings. Recognizing most interactions fall under the 40-minute free tier, teachers will primarily utilize free Zoom accounts. However, for administrators and our Student	$800.00	No

Action #	Title	Description	Total Funds	Contributing
		Attendance and Intervention (SAI) Specialist who may conduct extended IEP meetings, a Zoom Pro account will be secured to ensure uninterrupted sessions.		
2.5	Stakeholder Feedback	Highland Academy prioritizes open communication and continuous improvement by gathering feedback from all stakeholders. We leverage the power of Google Suite to conduct surveys at least twice a year, at the conclusion of each semester.	$900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Many in our school community – staff and students alike – are grappling with trauma, anxiety, and stress in the wake of the pandemic. Recognizing the global mental health crisis, Highland Academy is committed to providing a supportive environment where students can navigate these challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate & local discipline data	2022-23 Dashboard - 8.07% of students were suspended at least once during the school year	2023-24 Dashboard - 6.3 % of students were suspended at least once during the school year		5.07% or less of students will be suspended at least once during the school year.	Suspension Rate decline 1.7%
3.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of HACS students identified as Chronically Absent	2023-24 CA Dashboard: 13.7% of HACS students identified as Chronically Absent		No more than 11.9% of HACS students identified as Chronically Absent	Chronic absenteeism declined 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Attendance Rate	2023-24 ADA as of May 2024: 94.8%	2024-25 ADA as of May 2024: 93.9%		Increase and maintain an ADA of at least 95%	ADA decreased 0.9%.
3.4	Stakeholder Survey Responses	85% favorability rating on most recent LCAP Survey	87% of stakeholders responded favorably on the most recent LCAP Survey		Maintain at least an 85% favorability rating on most recent LCAP Survey	Increase of 2% of Stakeholders

Goal Analysis [2024-25]

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.

Highland Academy Charter School has made significant progress in establishing and refining a comprehensive multi-tiered system of attendance, behavioral, and emotional supports, ensuring that all students have access to the interventions necessary for their success. Our commitment to proactive support has led to a more positive and productive learning environment.

Challenges:

- SPED Population and Complexity: As noted in other sections of our LCAP, the increasing number of students identified for Special Education (SPED) services, particularly those with significant behavioral and emotional needs, has placed additional demands on our MTSS framework. This has required careful resource allocation to ensure both general education and SPED-specific supports are robust.
- Staff Training on Tiered Interventions: While progress has been made, ensuring all staff members consistently understand and effectively implement specific Tier 1 and Tier 2 behavioral and emotional strategies requires ongoing, differentiated professional development. It takes time for new practices to become fully embedded.
- Integrating Data from Multiple Systems: Effectively tracking and integrating attendance, behavioral, and academic data from various platforms to inform our tiered interventions remains a continuous challenge. We are working on streamlining data analysis to identify student needs more swiftly and accurately.

Successes:

- School Climate and Behavior: We observed a noticeable improvement in overall school climate and student behavior. Data from discipline referrals and minor incidents indicates a positive trend, suggesting that our Tier 1 universal supports are largely effective.

- Early Intervention: Our Tier 2 interventions for attendance and behavior effectively identified and supported students before concerns escalated. The timely provision of targeted check-ins, small-group social-emotional learning, and academic mentoring helped many students regain their footing.
- Partnerships with Families for Attendance: Through proactive communication and personalized outreach, we successfully engaged families of students with attendance challenges. This collaborative approach led to improved attendance rates for students receiving targeted support.
- Increased Staff Capacity: Through professional development and coaching, our teachers and support staff have grown in their capacity and confidence to implement positive behavioral interventions and provide initial emotional supports in the classroom.
- Clear Referral Pathways: The school has established clear and efficient referral pathways for students needing more intensive Tier 3 support, ensuring timely access to school counseling services or external community resources when necessary.

Significant advancements have been made by Highland Academy Charter School in creating and applying a comprehensive support system encompassing attendance, behavior, and emotional health. While encountering obstacles, our implemented strategies have demonstrably aided in student success. We are dedicated to further enhancing this system to ensure greater responsiveness and effectiveness in the future.

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.

Goal #3 at Highland Academy experienced variances between budgeted and actual expenses, most notably in the following Action Items:

- 3.2 School-wide social emotional development program: Actual costs were significantly lower than projected. We anticipated spending $10,000, but only expended $2,424 due to the lower-priced curriculum and utilization of free resources.
- 3.3 Alternatives to suspension: No expenses were incurred against the $2,500 budget. Implemented alternatives to suspension were integrated into the existing school framework, requiring no additional funds.
- 3.4 School Events, Assemblies, and Activities: A significant increase in spending occurred in this area, driven by the school's emphasis on recognizing and rewarding student achievements. Actual expenditures reached $23,875, exceeding the $10,000 budget.
- 3.5 Conflict Resolution Program: The budgeted $1,500 remains unspent, as resources within the existing social emotional development program have addressed conflict resolution needs.

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

Our charter school is dedicated to providing a comprehensive Multi-Tiered System of Support (MTSS) for all students, ensuring access to essential attendance, behavioral, and emotional interventions. Our specific actions to date demonstrate significant effectiveness in progressing toward this goal, as evidenced by positive shifts in student outcomes and a more responsive school environment.

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

We're pleased with the progress we've made, and our data indicates we're heading in the right direction. Therefore, we don't anticipate any major changes to this goal's metrics, target outcomes, or planned actions for the upcoming year.

However, we understand that today's students face unprecedented challenges. This goal, more than any other, requires us to remain flexible and responsive to their evolving needs. We'll continue to monitor student well-being closely, and be prepared to make adjustments as necessary.

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	Credentialed School Counselor	To ensure all students thrive, Highland Academy has a credentialed school counselor. This counselor will prioritize working with students identified as needing extra help, such as those struggling emotionally, socially, or behaviorally.	$89,520.16	Yes
3.2	School-wide social emotional development program	Integrating a comprehensive Social-Emotional Learning (SEL) curriculum across all grade levels (TK-8) for the entire school.	$0.00	Yes
3.3	Alternatives to suspension	To promote positive behavior change, Highland Academy will explore alternatives to suspension whenever possible. These alternatives will emphasize Restorative Justice, allowing students to take responsibility for their actions, repair harm, and learn from their mistakes.	$0.00	Yes
3.4	School Events, Assemblies, and Activities	To foster a strong sense of community, our school is expanding its calendar with exciting events, assemblies, and activities – both in and out of school hours. This year, we're aiming for even greater student and parent participation, ensuring everyone feels like they belong!	$23,875.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Conflict resolution program	Highland Academy is equipping its counselor and teachers with the skills to become conflict resolution champions. This means students will benefit from expert guidance in resolving disagreements effectively.		Yes
3.6	Campus Supervisor	Our campus supervisor creates a safer environment by monitoring hallways and grounds, deterring disruptive behavior, and intervening in conflicts. This employee also acts as positive role models for students, fostering a sense of community and providing guidance during this crucial developmental stage.	$68,719.90	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276,797	$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
8.044%	0.000%	$0.00	8.044%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Academic Diagnostics and Monitoring **Need:** Academic Achievement in ELA and Math **Scope:** LEA-wide	Consistent monitoring and intervention to identify and provide support to at-risk students.	iReady Diagnostic data, State test scores

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
3.1	**Action:** Credentialed School Counselor **Need:** School counselors act as a safety net for at-risk students, offering emotional support and guidance through challenging times. **Scope:** LEA-wide	Counselors can help students develop coping mechanisms for social or emotional difficulties, navigate conflicts with peers, and improve classroom behavior.	Student grades, attendance, and behavior
3.2	**Action:** School-wide social emotional development program **Need:** Students who are at-risk were some of the most adversely impacted by the pandemic and the most in need of emotional and social support. **Scope:** LEA-wide	Attendance and suspension rates of these students are high necessitating a our entire's focus to address these concerns.	ADA %, Chronic Absenteeism data, discipline data
3.3	**Action:** Alternatives to suspension **Need:** High suspension rates of unduplicated pupils **Scope:** LEA-wide	Restorative justice can be particularly beneficial for unduplicated pupils, those who may not have had consistent educational experiences. This approach focuses on repairing harm and building relationships, rather than punishment. This can be crucial for students who might be struggling due to past disruptions in their schooling. By fostering open communication and accountability through restorative practices, unduplicated pupils can gain a sense of belonging and develop the social-	Suspension rates and behavior discipline data

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
		emotional skills needed to thrive in the school community.	
3.5	**Action:** Conflict resolution program **Need:** High suspension rates of unduplicated pupils **Scope:** LEA-wide	These pupils, often lacking consistent educational experiences, need strong conflict resolution skills. Our school's program will help students learning to communicate effectively, de-escalate situations, and find solutions equips them with crucial social-emotional tools they might have missed out on previously.	Suspension rates and behavior discipline data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Development **Need:** Academic Achievement in ELA and Math **Scope:** Limited to Unduplicated Student Group(s)	Students who are identified as at-risk are in need of trained teachers who can effectively implement a tiered-system of supports	iReady Diagnostic data, student grades, feedback from stakeholder surveys
1.8	**Action:** Curriculum **Need:** Academic Achievement in ELA and Math	EL, Low income, and at-risk students have need of quality curriculum with embedded remedial tools.	iReady Diagnostic data, student grades, feedback from stakeholder surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.11	**Action:** Math and ELA Paraprofessionals **Need:** Academic Achievement in ELA and Math **Scope:** Limited to Unduplicated Student Group(s)	Students identified as at-risk have need of one-on-one and small group differentiated support	iReady Diagnostic data, student grades, feedback from stakeholder surveys
1.12	**Action:** Remedial Math and Language Arts Teachers **Need:** Academic Achievement in ELA and Math **Scope:** Limited to Unduplicated Student Group(s)	Students identified as at-risk have need of one-on-one and small group differentiated support.	iReady Diagnostic data, student grades, feedback from stakeholder surveys

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.

We first confirm if the action primarily or disproportionately benefits our unduplicated students. We then measure the action's reach by looking at staff time dedicated to unduplicated students, the percentage of these students directly involved, and any strategic reallocation of existing (non-LCFF) resources. We ensure the action directly addresses identified needs of our unduplicated students, as detailed in our needs assessment. Based on these factors, we assign a percentage representing the action's contribution to our overall "increased or improved services" goal.

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.

N/A

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3441035	276,797	8.044%	0.000%	8.044%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,385,710.66	$391,215.24	$0.00	$109,244.00	$2,886,169.90	$2,297,919.91	$588,249.99

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	New Teacher Induction	All	No			All Schools	SY 2025-26	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.2	Academic Diagnostics and Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$0.00	$26,034.99	$26,034.99				$26,034.99	
1	1.3	Highly Qualified Educators	All	No			All Schools	SY 2025-26	$1,592,318.72	$0.00	$1,592,318.72				$1,592,318.72	
1	1.4	Chromebooks & Technology Upgrades	All	No			All Schools	SY 2025-26	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$0.00	$20,000.00	$17,000.00	$3,000.00			$20,000.00	
1	1.6	Safe & Maintained Facilities	All	No			All Schools	SY 2025-26	$102,177.00	$189,040.00	$271,717.00	$19,500.00			$291,217.00	
1	1.7	Special Education Paraprofessionals	Students with Disabilities	No			All Schools	SY 2025-26	$35,527.25	$0.00		$35,527.25			$35,527.25	
1	1.8	Curriculum	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$0.00	$36,000.00	$36,000.00				$36,000.00	
1	1.9	SAI Education Specialist	Students with Disabilities	No			All Schools	SY 2025-26	$106,422.91	$0.00		$106,422.91			$106,422.91	

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	1.10	Related Services	Students with Disabilities	No			All Schools	SY 2025-26	$0.00	$230,000.00		$182,005.00		$47,995.00	$230,000.00	
1	1.11	Math and ELA Paraprofessionals	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$57,098.05	$0.00	$57,098.05				$57,098.05	
1	1.12	Remedial Math and Language Arts Teachers	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$246,135.92	$0.00	$184,886.92			$61,249.00	$246,135.92	
2	2.1	Technology - Group Messaging	All	No			All Schools	SY 2025-26	$0.00	$1,800.00	$1,800.00				$1,800.00	
2	2.2	Technology - Website and social media	All	No			All Schools	SY 2025-26	$0.00	$250.00	$250.00				$250.00	
2	2.3	Student Information System (SIS)	All	No			All Schools	SY 2025-26	$0.00	$29,550.00	$29,550.00				$29,550.00	
2	2.4	Virtual Tutoring / Meetings	All	No			All Schools	SY 2025-26	$0.00	$800.00	$800.00				$800.00	
2	2.5	Stakeholder Feedback	All	No			All Schools	SY 2025-26	$0.00	$900.00	$900.00				$900.00	
3	3.1	Credentialed School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$89,520.16	$0.00	$44,760.08	$44,760.08			$89,520.16	
3	3.2	School-wide social emotional development program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$0.00	$0.00	$0.00				$0.00	
3	3.3	Alternatives to suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2025-26	$0.00	$0.00	$0.00				$0.00	
3	3.4	School Events, Assemblies, and Activities	All	No			All Schools	SY 2025-26	$0.00	$23,875.00	$23,875.00				$23,875.00	

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	3.5	Conflict resolution program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SY 2025-26								
3	3.6	Campus Supervisor	All Students with Disabilities	No					$68,719.90	$0.00	$68,719.90				$68,719.90	

2025-26 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
3441035	276,797	8.044%	0.000%	8.044%	$365,780.04	0.000%	10.630 %	**Total:**	$365,780.04
								LEA-wide Total:	$70,795.07
								Limited Total:	$294,984.97
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Diagnostics and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,034.99	
1	1.5	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$17,000.00	
1	1.8	Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$36,000.00	
1	1.11	Math and ELA Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$57,098.05	
1	1.12	Remedial Math and Language Arts Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$184,886.92	
3	3.1	Credentialed School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,760.08	

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 (%)
3	3.2	School-wide social emotional development program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Alternatives to suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.5	Conflict resolution program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,851,643.04	$2,612,136.97

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**	New Teacher Induction	No	$20,000.00	4900
1	**1.2**	Academic Diagnostics and Monitoring	Yes	$23,720.00	25524.5
1	**1.3**	Highly Qualified Educators	No	$1,601,389.01	1500872.60
1	**1.4**	Chromebooks & Technology Upgrades	No	$80,000.00	0
1	**1.5**	Professional Development	Yes	$18,500.00	14887.62
1	**1.6**	Safe & Maintained Facilities	No	$323,566.00	203545.56
1	**1.7**	Special Education Paraprofessionals	No	$61,091.72	42660.75
1	**1.8**	Curriculum	Yes	$30,000.00	35936
1	**1.9**	SAI Education Specialist	No	$104,200.00	104754.5
1	**1.10**	Related Services	No	$207,000.00	227000
1	**1.11**	Math and ELA Paraprofessionals	Yes	$46,529.90	41852.57

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	1.12	Remedial Math and Language Arts Teachers	Yes	$161,779.23	205575.07
2	2.1	Technology - Group Messaging	No	$2,000.00	1751
2	2.2	Technology - Website and social media	No	$1,000.00	238
2	2.3	Student Information System (SIS)	No	$12,000.00	28948
2	2.4	Virtual Tutoring / Meetings	No	$639.60	769
2	2.5	Stakeholder Feedback	No	$990.00	840.3
3	3.1	Credentialed School Counselor	Yes	$85,217.08	90442.92
3	3.2	School-wide social emotional development program	Yes	$10,000.00	2424
3	3.3	Alternatives to suspension	Yes	$2,500.00	0
3	3.4	School Events, Assemblies, and Activities	No	$10,000.00	23875
3	3.5	Conflict resolution program	Yes	$1,500.00	0
3	3.6	Campus Supervisor	No	$48,020.50	55339.58

2024-25 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)
267460	$268,931.87	$306,437.22	($37,505.35)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Diagnostics and Monitoring	Yes	$23,720.00	25524.5		
1	1.5	Professional Development	Yes	$8,500.00	12775.62		
1	1.8	Curriculum	Yes	$30,000.00	32823		
1	1.11	Math and ELA Paraprofessionals	Yes	$46,529.90	41852.57		
1	1.12	Remedial Math and Language Arts Teachers	Yes	$103,573.43	144326.07		
3	3.1	Credentialed School Counselor	Yes	$42,608.54	49135.46		
3	3.2	School-wide social emotional development program	Yes	$10,000.00	0		
3	3.3	Alternatives to suspension	Yes	$2,500.00	0		
3	3.5	Conflict resolution program	Yes	$1,500.00	0		

2024-25 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)
3205982	267460	0	8.343%	$306,437.22	0.000%	9.558%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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