



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Highland Academy Charter School

CDS Code: 33 66993 0127142

School Year: 2026-27

LEA contact information:

Billy McIntosh

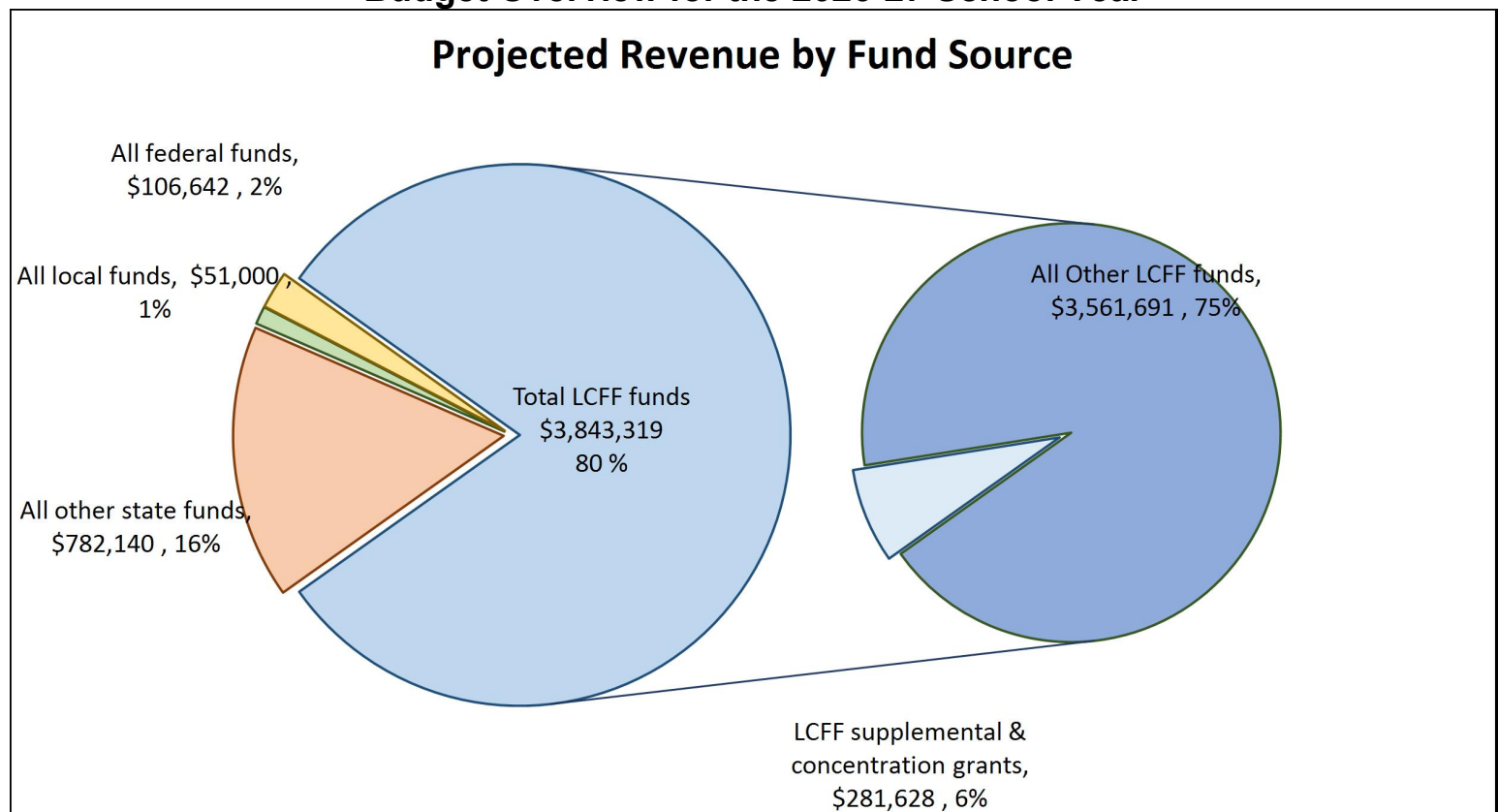
Executive Director

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(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 2026-27 School Year

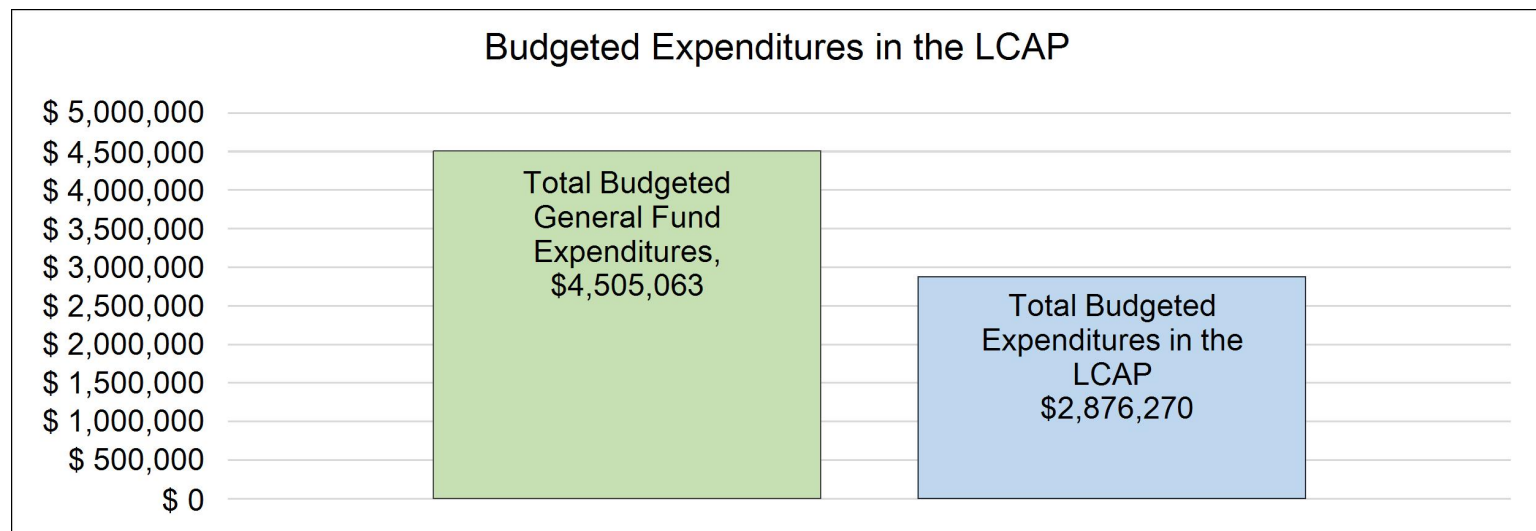


This chart shows the total general purpose revenue Highland Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Highland Academy Charter School is \$4,783,101, of which \$3843319 is Local Control Funding Formula (LCFF), \$782140 is other state funds, \$51000 is local funds, and \$106642 is federal funds. Of the \$3843319 in LCFF Funds, \$281628 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Highland Academy Charter School plans to spend \$4505063 for the 2026-27 school year. Of that amount, \$2876269.90 is tied to actions/services in the LCAP and \$1,628,793.1 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures reflected in the budget but not explicitly detailed in the LCAP represent other educational, operational and administrative costs necessary to support the overall functioning of the school

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

In 2026-27, Highland Academy Charter School is projecting it will receive \$281628 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 \$365780.04 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$365,780

■ Actual Expenditures for High Needs Students in LCAP

\$365,780

\$ 0 \$ 50,000 \$ 100,000 \$ 150,000 \$ 200,000 \$ 250,000 \$ 300,000 \$ 350,000 \$ 400,000

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 2025-26, Highland Academy Charter School's LCAP budgeted \$365780.04 for planned actions to increase or improve services for high needs students. Highland Academy Charter School actually spent \$365780.04 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Highland Academy Charter School	Billy McIntosh Executive Director	bmcintosh@highland-academy.org (951) 266-0220

Plan Summary [2026-27]

General Information

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

Our school’s 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 up to 340 students from transitional kindergarten to 8th grade. Emphasizing a learning-by-doing philosophy, we prioritize project-based learning, fostering 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 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, or performing in a play, we empower students to actively participate in their education and the world.

Highland Academy prioritizes a culture of safety and inclusion, a commitment mirrored in our diverse population. We are dedicated to fostering an environment built on respect and education, where every individual is valued and every voice is heard. The demographic composition of our student body currently includes:

- American Indian: 1.2%
- Asian: 1.8%
- Filipino: 2.4%
- Black or African American: 2.7%
- Hispanic or Latino: 49.5%
- Two or More Races: 5.1%
- White: 37.2%

Our commitment to educational excellence extends to every student, regardless of their background or the obstacles they may encounter. At Highland Academy, 12.7% of our student body are individuals with disabilities, 39.3% are from socioeconomically disadvantaged backgrounds, and 6% are English Learners. As a member of the El Dorado Charter SELPA, we are proud to provide high-quality educational opportunities and specialized support to ensure all students can thrive.

Our team at Highland Academy consists of 3 administrators, 20 certified teachers, and 15 paraprofessional and support staff. Together, these 38 dedicated professionals are committed to helping every student reach their full potential. As an independent California public charter school, we prioritize collaboration to ensure educational success. We maintain partnerships with our authorizing district, Beaumont Unified, along with the Riverside County Office of Education and our SELPA. We believe that working closely with these trusted partners is essential to providing the best possible outcomes for our students.

Our fundamental objective is to maintain a strong community presence while providing a high-quality alternative to conventional educational environments, particularly for students who might find a larger school setting challenging.

Reflections: Annual Performance

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

Following a period of progress on state assessments, Highland Academy experienced a decline in its 2024-25 state test results. Specifically, school-wide academic achievement in English Language Arts (ELA) fell from 44.70% in 2023-24 to 39.92% in 2024-25, representing a 4.78% decrease. Math scores also saw a reduction, moving from 25.96% in 2023-24 to 22.87% in 2024-25, a drop of 3.09%. While these outcomes are disappointing, we have developed a plan to reverse these trends. Our team remains confident that meaningful student learning is occurring, and we are dedicated to finding new methods to ensure that growth is reflected in state assessment performance.

Data from our individual student subgroups show the following: In English Language Arts (ELA), students with disabilities showed an increase of 6.6 points toward the standard, while English Learners saw a 4-point gain. The white student subgroup remained consistent,

maintaining a distance of 1.8 points from the standard. Conversely, achievement for Hispanic students dropped by 9.1 points, and socioeconomically disadvantaged students experienced a 6.1-point decline.

In Mathematics, we observed a universal decline across all subgroups: English Learners decreased by 7.9 points, students with disabilities by 18.6 points, and Hispanic students by 20 points. Additionally, socioeconomically disadvantaged students saw a 14.4-point drop, while the white student subgroup declined by 18 points.

English Learner outcomes indicated that 36.8% of these students achieved a one-level advancement, while an identical percentage successfully maintained their previous performance level.

Attendance continues to be a primary area of focus and a significant hurdle for many. A clear correlation exists between attendance and performance; students who improved their presence at school demonstrated comparable gains in classroom engagement and academic achievement, while those categorized as chronically absent faced challenges in those same sectors. Currently, our school-wide attendance rate stands at 95.3%, marking an improvement from the previous year's 94.6%. However, our chronic absenteeism rate—defined as the proportion of students missing 10% or more of instructional days for any reason—saw an increase of 2.7%.

Our student suspension rate rose slightly from the previous year's 0.4% to 6.8%, with students being suspended out of school for at least one day. We firmly believe that prevention is the best approach to student discipline; therefore, we are enhancing student supervision, engaging staff in relevant training on addressing discipline, and exploring impactful alternatives to out-of-school suspension that lead to lasting change.

Overall enrollment has also decreased, with 317 students currently enrolled against a maximum capacity of 340, leaving 23 available seats. This decline is partially linked to increased competition from other high-quality local educational institutions in our area and a rising demand for homeschool programs, which are not currently available at our school.

Attendance at school events, meetings, and sporting events continues to increase, with an estimated 5% higher overall attendance than in the past year. We are especially mindful that family and parent attendance at board and other school meetings is on the rise. We consider ourselves a collaborative institution and are grateful that so many of our parents feel comfortable attending and contributing to our school community.

Overall, as with any year, this one has been a mixture of successes and challenges that we are ready to meet. We have a solid foundation of educators and families who are passionate about helping our students succeed, and we are confident that we can do so. Much of the LCAP will lay the groundwork for how we hope to achieve that.

Highland Academy's Learning Recovery Emergency Block Grant (LREBG) Needs Assessment

Highland Academy utilizes the Learning Recovery Emergency Block Grant (LREBG) to support long-term recovery initiatives extending through the 2027-28 school year, allowing us to address academic and social-emotional impact of the COVID-19 pandemic. To achieve these goals, the following LCAP actions have been established:

1.2 Academic Diagnostics and Monitoring - These tools establish clear performance baselines, essential for addressing pandemic-related learning gaps, and enable the school to set measurable objectives. Regular progress monitoring through assessments and data dashboards ensures that actions and expenditures effectively support student goals. This continuous cycle of assessment, targeted intervention, and adjustment provides an evidence-based framework for ongoing school improvement.

1.5 Professional Development - A primary focus continues to be equipping our educators with the tools to recognize and effectively manage student learning loss and social-emotional needs following the pandemic. We recognize that the global landscape and student needs have evolved; therefore, we encourage all teachers and paraprofessionals to participate in training sessions tailored to the specific challenges their students face.

1.8 Curriculum - Curriculum for all our grades and subjects is consistently reviewed by school leadership for efficacy and changes made when better alternatives are available. We believe that a well-designed, differentiated curriculum is crucial for students recovering from 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.

1.7 & 11 Paraprofessionals - Our school employs paraprofessionals who provide vital support to our students. These professionals deliver individualized academic help, re-teach key concepts, and lead small-group instruction through both pull-out and push-in models. By handling these targeted interventions, paraprofessionals enable lead teachers to focus on primary classroom instruction, ensuring every student gets the customized support required to reach their social-emotional and academic goals.

1.9 SAI Education Specialists - Consistent with our approach for the 2025-26 School Year, Highland Academy intends to maintain a staff of two Educational Specialists to support our special education student population, which has seen steady growth over recent years. These specialists are instrumental in identifying individual learning gaps and developing customized plans by building an understanding of each student's unique abilities. They help students master the foundational skills necessary for grade-level achievement. Beyond academics, these educators provide vital emotional support that fosters confidence and mitigates learning-related anxiety. Recognizing that student success is a collaborative effort, our specialists also prioritize cultivating strong partnerships with families to ensure all stakeholders are aligned in supporting the student's progress.

1.10 Related Services - Given our modest size, Highland Academy has limited on-site specialists. Consequently, we collaborate with reputable non-public agencies to provide special education students with vital related services, including counseling, speech therapy, tutoring, and other supports mandated by their IEPs. It is vital that these services are delivered consistently and maintained at a high standard to facilitate student progress toward their individual goals and enhance their participation within the classroom environment.

1.12 Remedial Math and Language Arts - To ensure students build necessary foundational skills before advancing to more complex concepts, one English and one Math middle school class have been designated as remedial. In these sessions, teachers adjust their

instructional pace, utilize specialized resources, and modify their pedagogical approach. These classes also serve as the primary focus for our paraprofessionals, who visit frequently to provide direct student assistance.

2.3 - Student Information System - To facilitate proactive decision-making, the school recently acquired student information system licenses that provide improved functionality for monitoring campus-wide behavioral patterns and academic trends. Furthermore, these enhanced capabilities allow for more effective tracking and communication regarding student attendance with both pupils and their parents.

2.4 - Virtual Tutoring / Meetings - Our school utilizes virtual meeting platforms to maintain consistent connections with students who cannot attend class in person, such as those on independent study or out due to illness. Furthermore, these virtual tools enhance our engagement with the parent community. By conducting meetings and conferences in a virtual format, we ensure that families can remain actively involved in school matters regardless of their location.

3.2 School-wide social emotional development program - Our school-wide social-emotional learning (SEL) program, head primarily by our school counselor, is vital for post-pandemic student success. By fostering skills like self-awareness, relationship building, and responsible decision-making, we create a supportive environment where students can better engage academically. Strong SEL skills lead to improved performance, fewer behavioral issues, and greater overall well-being.

3.3 Alternatives to Suspension - Our primary objective remains keeping students in the classroom, as being away from school results in the loss of critical instructional time. We prioritize and implement alternatives to suspension whenever feasible, though we recognize that the application of these measures depends on the specific student and the nature of the situation. Through proactive supervision and disciplinary practices, we aim to prevent the serious, suspendable offenses outlined in the Education Code. We view it as a success when we can maintain student accountability and prevent future incidents while ensuring students remain in school.

3.5 Conflict resolution program - Given the heightened social-emotional requirements of students in today's era, conflict resolution initiatives have become essential. Highland Academy employs several staff members trained to facilitate these programs. By cultivating empathy and active listening, these initiatives empower students to settle disagreements harmoniously. This proactive approach prevents disruptions to the educational process, ultimately leading to a more focused classroom environment and enhanced student learning.

Reflections: Technical Assistance

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

Highland Academy has successfully transitioned out of Additional Targeted Support and Improvement (ATSI) and currently maintains no specific Assistance Status, a result of advancements within student groups and targeted priority areas. While the school is no longer under ATSI, the comprehensive and effective systems established during that period will continue to operate fully.

Attendance Management and Intervention Strategies:

Monitoring Protocols: We utilize PowerSchool to track attendance on a daily and weekly basis. Data is categorized by student and class in monthly reports, and patterns are identified through quarterly trend analyses. Furthermore, recently acquired enhancements to our Student Information System (SIS) will improve our capacity to address attendance-related concerns.

Our institution employs a tiered response framework for attendance, structured as follows:

Tier 1: Automated notifications sent for occasional absences.

Tier 2: Direct, personalized outreach for students with frequent and/or accumulated absences.

Tier 3: Formal SARB meetings for chronic absenteeism (missing 10% or more of school), which may include collaboration with social workers or the district attorney's office.

Assessment and Oversight: School leadership conducts monthly reviews of attendance data to implement data-informed adjustments. Additionally, these findings are presented to the school's Board at least once per quarter.

Extended Engagement Strategies:

Parent-Teacher Conferences: Our school prioritizes alignment between home and school as a key driver of student success. To support this, we offer quarterly conferences and extend personalized invitations to families of students who may be at-risk regarding attendance, behavior, or grades. Beyond these scheduled sessions, our faculty remains accessible most weekdays to meet with parents through virtual platforms, phone calls, or in-person visits.

Tutoring: Every teacher maintains weekly tutoring sessions held during lunch, or before and after school. We provide students and parents with a tutoring schedule, which is updated regularly to reflect any changes. Every student has the opportunity to obtain additional assistance in their coursework whenever required.

Family Events: Highland Academy places a high value on family events, recognizing that school activities and field trips are vital for building a strong community and enhancing communication. These opportunities to bring families together have led to a steady rise in participation; specifically, attendance at school events has grown consistently each year, including a projected 5% increase over the previous year.

Attendance Incentives: To motivate our students, we provide various celebrations and incentives. Our program features monthly attendance events to recognize those maintaining at least a 90% attendance rate throughout the year. We also present specific attendance awards during our scheduled award assemblies. We are committed to offering ongoing rewards and incentives for students who demonstrate excellent school attendance.

Positive Behavior Support and Suspension Management:

Tracking Suspensions: To ensure informed decision-making, the school administration monitors disciplinary incidents and performs an analysis. These findings are then evaluated against both district and state benchmarks. To maintain board oversight, comprehensive suspension data is reported to the Board.

Promoting Positive Behavior: Highland Academy maintains a commitment to acknowledging and rewarding positive student behavior. By prioritizing those who consistently make good choices, we foster a constructive school culture through various initiatives, including reward assemblies and incentives such as raffles and special events.

Evaluation: Our evaluative process includes establishing suspension reduction targets and performing climate surveys. We prioritize long-term student-staff engagement outcomes, specifically focusing on academic achievement and school attendance.

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	At the start of the second semester, sentiment surveys were distributed to all stakeholder groups, including students, staff, and parents.
All Staff	Our bi-monthly staff meetings and training sessions, held during Friday early release days, serve as a platform for collaborative dialogue. We encourage all staff members to contribute topics for consideration, and many updates found in the current and previous LCAPs originated from these discussions.
All Stakeholders - Parents, students, and staff	A mid-year update was provided by school administration at the 02/24/2026 Board meeting. The school's proposed LCAP and budget were later introduced for public hearing during the Board meeting on May 28, 2026. The draft LCAP was also made available on our website 72-hours before the meeting, offering an opportunity for stakeholders unable to attend the meeting to review and provide their feedback.
All Stakeholders - Parents, students, and staff	During the 2025-26 academic year, Highland Academy has achieved high level of family and staff participation at our Board meetings. This increased engagement is a testament to the collaborative efforts of our Board members, administration, faculty, and parents, who have worked together to address critical school issues. We deeply value the contributions and insights of our learning community and remain committed to fostering an inclusive environment. We have updated our announcement procedures for upcoming Board meetings to ensure they reach all interested stakeholders across our entire school community.

Educational Partner(s)	Process for Engagement
All Stakeholders - Parents, students, and staff	The school has implemented a more reliable communication platform, replacing previous systems with a more robust solution. This upgrade allows us to reach families more efficiently through various channels. Additionally, the new platform facilitates direct messaging between staff and parents, opening further opportunities for effective home-school collaboration.
All Stakeholders - Parents, students, and staff	To ensure the continuous exchange of information, our school maintains an "open doors" policy involving both teachers and administration. On most school days, personnel are available for meetings or discussions with students and their families until 3:30 PM. We prioritize a swift, proactive strategy to address and resolve any concerns immediately. Should a specific individual be unavailable at the time of inquiry, we typically coordinate a meeting within a 24-hour window.

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

This year, feedback from our educational partners was instrumental throughout the LCAP development process. These ongoing discussions identified several key priorities for the school community:

- **School Safety:** Following safety concerns presented to the Board, a dedicated committee was established to develop comprehensive future plans. Our school safety plan was collaboratively updated and approved early in the year to align with 2026 requirements. We continue our partnership with local law enforcement, including a scheduled lockdown drill on campus this summer.
- **Special Education:** To support our growing special education population, Highland Academy has prioritized budgeting for two full-time teacher positions, an increase from the single position held prior to 2025-26. These educators will be assisted by paraprofessionals to deliver essential push-in and pull-out services.
- **Academic Support:** Addressing a recent decline in test scores, we are evaluating a new diagnostic testing program that more accurately reflects performance on state assessments. Discussions are focused on curriculum efficacy, targeted interventions, and the continuation of the "Learning Foundations" elective for at-risk students.
- **Attendance and Enrollment:** Reducing chronic absenteeism remains a primary objective through improved family communication. With 23 open seats this year, filling enrollment gaps is critical for fiscal planning. We have developed contingency plans to reallocate capacity toward high-demand areas where significant waiting lists exist.
- **Facility Upgrades:** Maintenance and improvements for our aging campus remain a focal point. Routine smaller projects occur year-round, while major renovations are scheduled for summer breaks to minimize disruption to teaching and learning.

- Professional Development: We are committed to staff training that promotes rigorous, standards-based, and inclusive classroom instruction. To date, all academic teachers have participated in at least one specialized training relevant to their role.
- Targeted Intervention: Students requiring additional academic assistance receive support through pull-out remediation, specialized elective courses, and targeted homeroom sessions.
- Expanded Enrichment: We are working to grow the Expanded Learning Opportunities (ELO) Program, particularly the high-demand HOWL after-school program. Staffing and facility limitations remain significant challenges to meeting this increased demand.

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.

This LCAP goal establishes the non-negotiable foundation required for any student to succeed. In the educational world, these elements—qualified educators, current textbooks, and safe spaces—are known as "basic services," and you quite literally cannot build a high-achieving academic school without a solid foundation underneath it. By prioritizing these fundamentals, our charter school ensures equitable access to learning, guaranteeing that every single student has the baseline resources and safe environment necessary to thrive from day one.

For a charter school, this goal beautifully blends state accountability with our unique commitment to educational excellence. A "well-designed academic program" doesn't just happen by accident; it requires intentional resource allocation, properly maintained facilities that foster a sense of pride, and top-tier staff who feel supported. By keeping this goal front and center in our LCAP, we are making a commitment to our community that we will always protect and invest in the essential ingredients that make great learning possible.

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)	Teacher Assignment Statistics:	Teacher Assignment Statistics:	Increase the amount of fully (Preliminary or Clear) Credentialed for	The percentage of credentialed teachers at our site continues to grow annually. We have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Intern Credential Holders Properly Assigned 13.61% Teachers Without Credentials and Misassignments ("ineffective" under ESSA) 11.54% Credentialed Teachers Assigned Out-ofField ("out-of-field" under ESSA)	76.67% of staff are Fully Credentialed for Subject and Student Placement (properly assigned). This is a 1.88% increase in properly 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	77.78% of staff are Fully Credentialed for Subject and Student Placement (properly assigned). This is a 1.11% increase in properly assigned staff from the previous year. 0% of teachers are Intern Credential Holders and Properly Assigned. There was a 9.72% improvement in teachers lacking credentials or being misassigned, classified as "ineffective" under the Every Student Succeeds Act (ESSA). 11.11% of Highland Academy teachers fall into this category. Out-of-field teacher assignments, as defined under ESSA, stand at	Subject and Student Placement (properly assigned) to at least 83.79%. Decrease the number of 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%	achieved steady progress every year since establishing our baseline, and we now stand 2.99% above our baseline of 74.79%. 0% of our teachers are Interns, matching our baseline. Our teacher misassignment rate has dropped to 11.11%, marking a 9.72% improvement over last year. This current rate stands 2.5% better than our established baseline of 13.61%. Our current out-of-field teacher assignment percentage is 5.98% better than our baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school's credentialed teachers. This figure reflects a 10.43% reduction in the number of teachers falling into this category from the previous year.	5.56% of our school's credentialed teachers. This figure reflects an increase from last year of 4.45%.		
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.	In the 2024-25 school year, 39.92% of HACS students achieved or surpassed the standard. This reflects a 4.78% decrease compared to the prior year. The 2024-25 state testing average stood at 48.82%, positioning our school 8.90% below that statewide mark.	Increase the number of HACS students who Met or Exceeded Standard in ELA to 53.83%	Our current ELA progress of 39.92% of students at or above standard is 1.09% above the baseline originally established.
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.	In the 2024-25 school year, 22.82% of HACS students achieved or surpassed the standard, marking a decrease of 3.14% from the year before.	Increase the number of HACS students who Met or Exceeded Standard in Math to 40.18%	Our current Math progress of 22.82% of students at or above standard is 2.36% below our established baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The school's average is 9.58% below the state testing average of 35.54% for the same period.	The school's average is 14.43% below the state testing average of 37.30% 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.	100% Student Access to Adopted Curriculum as confirmed by our William's Act compliance visit.	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.	Progress toward proficiency among EL Students grew to 36.8% in 2025, according to the Dashboard, marking an increase compared to the prior year.	50% of EL Students will make progress towards proficiency each academic year.	Even with the marked increase from the previous year, our English Learner progress still sits 13.20% below our established baseline.

Goal Analysis [2025-26]

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

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

Goal 1 yielded a blend of achievements and obstacles. We are pleased to report progress in several critical areas, most notably teacher credentialing, curriculum development, and the advancement of English Learners toward language proficiency. These elements are foundational to our students' academic journey. Despite these gains, we faced significant hurdles as our school's state ELA and math scores declined compared to the prior year. A detailed breakdown of our identified successes and challenges is provided below:

Challenges:

- Internal Diagnostic and State Testing: To evaluate student progress and formulate instructional strategies, we conduct quarterly diagnostic assessments. These tools are vital for forecasting performance on year-end state assessments and assisting teachers in

refining their educational approaches. Although our internal data indicates that students are achieving at higher levels, these results are not currently aligned with state testing outcomes. Consequently, school leadership is investigating alternative diagnostic platforms that provide a more accurate correlation with state-level performance.

- **Staffing and Recruitment:** Within our state, the recruitment and retention—especially in high-demand fields such as Special Education—remains a highly competitive process. To address this, we remain committed to proactive hiring strategies. This year, we expanded our Special Education department by adding a new position to serve our increasing student population and successfully integrated four new teachers into our school.
- **Escalating Expenses for Academic Materials:** The school has encountered rising expenditures related to programs, licenses, standards-aligned instructional tools, and supplemental materials. Maintaining these resources requires strategic fiscal oversight to prevent any negative impact on other essential campus operations.
- **Facilities and Grounds:** Our school community takes pride in our well-kept campus, though its age necessitates constant vigilance through preventative maintenance and periodic significant renovations. To ensure a high standard of cleanliness and care, we have recently increased our custodial workforce.
- **Educational Excursions and Professional Growth:** Higher fuel prices have driven up the costs associated with student field trips and staff training. Although we remain committed to offering these enriching experiences to our school community, budget constraints may necessitate a more selective approach for the upcoming academic year.

Successes:

- **Highly Qualified Instruction:** We successfully increased the percentage of highly qualified teachers on campus, ensuring every student consistently receives instruction from credentialed and competent educators.
- **Academic Support:** Our school successfully launched a dedicated academic intervention elective and established an end-of-day intervention homeroom. In the elementary grades, we implemented a pull-out program providing customized individual support for students identified as at-risk. To further bolster student achievement, we invested in several specialized educational platforms, including IXL, iReady, Google Suites for Education, NoRedInk, Pear Assessment, and Kami.
- **Collaborative Teaching Environment:** Through regular staff meetings and professional growth sessions, we have established a collaborative culture among our educators. This ongoing partnership allows teachers to refine their instruction, analyze student data, and adapt their methods to meet the diverse needs of our student body.
- **Teacher Training:** Every academic teacher 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 firm 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

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 - This LCAP action inherently functions as a moving target. While we can typically project the number of teaching vacancies during the planning phase, we cannot predict which specific hires will require credential clearance until recruitment is finalized. Ultimately, funding depends entirely on the candidate pool; for instance, we budgeted for four teachers requiring CTI support this year, but only two ultimately needed it.

1.3 - We hired an additional SAI teacher to support our growing special education population, causing actual expenditures to exceed the budget.

1.4 - A technology refresh conducted prior to this year remains effective. We have surplus devices to replace aging ones, and the extended lifespan of newer units made purchasing additional units unnecessary this school year.

1.7 - An extra special education paraprofessional was hired at the midpoint of the school year to support our growing special education population.

1.8 - Curriculum expenditures were lower than budgeted. We over-ordered last year, particularly with our middle school math curriculum, making the purchase of many workbooks unnecessary. Additionally, online curriculum is typically cheaper than hard textbooks, which further reduced projected expenses for this item.

1.10 - Related services for special education students were higher than anticipated because more students required services than planned. We also conducted a larger number of triennial IEPs this year, which increased assessment costs.

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

Following a recent decline in our math and ELA scores, we are comprehensively reviewing our current curriculum, programs, and interventions to ensure they effectively meet our students' needs and align with state testing standards. Of particular concern is the significant variance between our internal academic monitoring data and actual state test results. To address this gap, we are exploring alternative assessment options that will provide more accurate predictive insights and better guide our daily instruction.

Our school achieved growth in two key areas this year: an increase in the percentage of highly qualified teachers, and a year-over-year increase in English Learners who progressed by at least one proficiency level.

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.

Although we experienced a slight dip in recent state testing, our current framework has historically proven effective in driving student success and supporting our diverse community. We will continue to prioritize investments in curriculum, programs, and interventions, while simultaneously evaluating all current resources to ensure maximum efficacy and inform potential updates.

Looking ahead, we will sustain our established LCAP framework. Goal #1 is intentionally broad, allowing us to remain agile and responsive to student needs as they arise. By building on our proven successes and making data-driven refinements, we will continue to elevate 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.	\$10,000.00	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	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies for supporting English Learners, students with disabilities, and students who are otherwise at-risk.		
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
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

Action #	Title	Description	Total Funds	Contributing
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%.	2025-26 ADA as of May 2026: 95.3%. This represents an increase from the previous year of 1.4%.	Increase and maintain an ADA of at least 95%	May 2026 ADA places Highland Academy 0.3% above the established baseline.
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	The 2024–25 CA Dashboard indicates a chronic absenteeism rate of 16.4% at HACS, marking a 2.7%	No more than 11.9% of HACS students identified as Chronically Absent	A chronic absenteeism rate of 16.4% puts us 4.5% better than our established baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			represents an improvement of 7.2%	increase from the previous year.		
2.3	Stakeholder participation	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.	Attendance and participation at school activities, meetings, and events rose an estimated 5% from 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	Both attendance and participation increased compared to the prior year, exceeding our established baseline
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.	Enrollment data for May 2026 indicates a total of 317 students, representing a net decrease of 8 students compared to the previous year.	Maintain an enrollment of at least 330 students	Enrollment reflected a net decrease of 8 students compared to the previous year, placing the current total 4 students below our established baseline of 321.

Goal Analysis [2025-26]

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

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

Challenges:

Student Enrollment: Highland Academy maintains a capacity for 340 students, and maximizing this enrollment is critical for maintaining consistent staffing and balanced budgeting. Recently, local competition and an increased interest in homeschooling—a service we do not provide—have led to some student departures. While certain grades currently have waitlists, others have vacancies; our objective is to meet enrollment targets across all grade levels by strategically reallocating staff and resources to high-demand areas.

Chronic Absenteeism: Despite a previous year of significant progress, there was a rise in students classified as chronically absent for missing 10% or more of the school year. Maintaining high attendance is a top priority, and we recognize the ongoing need to educate families on how absences, regardless of the cause, negatively impact student success. To support this, we have invested in advanced attendance tracking software integrated with our student information system to better monitor and address these trends.

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 access to events and meetings remains an area for continuous focus.

Student Information Management: Our previous student information system proved inadequate for comprehensive campus-wide discipline monitoring and attendance analysis. To resolve these deficiencies, the Board has authorized the acquisition of an upgraded system. These enhanced features will empower the school to more precisely manage attendance concerns, improve family notification processes, and facilitate granular tracking of student conduct at both the individual and institutional levels.

Successes:

Our transition to ParentSquare as the school's primary communication platform has been a success. This shift has provided families with improved access to both teachers and essential school updates. While implementing a new system is always a journey, the feedback from parents has been largely positive, reflecting a significant increase in school-wide accessibility.

Increased Parent Participation: We saw a marked increase in parent attendance at various school events, including parent-teacher conferences, student performances, and volunteer opportunities. We also had significantly more parents attending our monthly Board meetings and contributing to the decision making process.

Our Associated Student Body (ASB) program plays a vital role in our small school, serving as the primary organizer for the majority of campus activities. By providing students with significant leadership and organizational duties, we have witnessed impressive personal development in our participants. ASB remains fundamental in coordinating events that unite the entire school community.

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.

While our school maintains a robust Average Daily Attendance (ADA) of 95.3%, attendance remains a priority. Although existing incentives are valued, they have yielded varying degrees of success. Consequently, we are developing new strategies to further encourage and celebrate consistent attendance.

We hope that our initiatives have nurtured a more communicative and cooperative atmosphere, which we believe is instrumental in strengthening our institution and enhancing student results. As we move forward, we intend to expand upon these achievements while maintaining a versatile strategy.

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 #2 at Highland Academy varied significantly across several action items:

2.1 - Following stakeholder feedback, we transitioned to ParentSquare as our communication platform. This system carries a higher cost than our previous solution, accounting for the budget variance.

2.2 - Our website required several enhancements, including a new calendar integration with ParentSquare and our Student Information System (SIS), leading to additional expenses.

2.3 - We purchased upgraded access to our SIS to better monitor attendance, student behavior, and our school's multi-tiered intervention strategies.

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 ParentSquare, a powerful communication tool, to reach all of our families via text, email, or phone call.	\$1,900.00	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)	\$250.00	No

Action #	Title	Description	Total Funds	Contributing
		and social media presence to provide a central hub for resources, upcoming events, and important school information.		
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 Attendance and Intervention (SAI) Specialist who may conduct extended IEP meetings, a Zoom Pro account will be secured to ensure uninterrupted sessions.	\$800.00	No
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	2024-25 Dashboard - 6.8 % of students were suspended at least once during the school year. This is an increase of 0.5%.	5.07% or less of students will be suspended at least once during the school year.	Our current suspension rate of 6.8% is 1.27% better than our established baseline.
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	2024-25 CA Dashboard: 16.4 % of HACS students identified as Chronically Absent. This is an increase of 2.7%.	No more than 11.9% of HACS students identified as Chronically Absent	Our current chronic absenteeism percentage is 4.5% better than our original baseline.

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 2025: 93.9%	2025-26 ADA as of May 2026: 95.3%. This is 1.4% better than last year.	Increase and maintain an ADA of at least 95%	Our current ADA is 0.5% better than our baseline.
3.4	Stakeholder Survey Responses	85% favorability rating on most recent LCAP Survey	87% of stakeholders responded favorably on the most recent LCAP Survey	83% of stakeholder responded favorably on our most recent LCAP survey. This represents a drop of 4%.	Maintain at least an 85% favorability rating on most recent LCAP Survey	Our current favorability rating is 2% below our established baseline.

Goal Analysis [2025-26]

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

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

Highland Academy Charter School has made 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:

- Our chronic absenteeism rate has risen, presenting a significant challenge for the school. We have identified a critical need to better inform our families regarding the definition and impact of chronic absenteeism. Many parents are often unaware that chronic absenteeism is calculated based on the total accumulation of all absences, regardless of whether they are excused. Consequently, families may be surprised when their student is flagged as chronically absent despite having provided reasons for their time away. This loss of instructional time directly impacts student performance, as those who are chronically absent frequently experience difficulties maintaining their academic grades.
- The school administration remains dedicated to adhering to Education Code regarding student discipline while utilizing the flexibility it provides to prioritize alternatives to suspension. Recognizing that student success is tied to being in the classroom, we have strengthened our in-school suspension program to help students remain current with their studies. Although our suspension rate saw a marginal increase, we are focused on prevention as the primary method for reducing significant disciplinary issues. To this end, we are exploring strategies to bolster supervision both inside and outside the classroom to foster a more secure learning environment.

- The increasing population of students identified for Special Education (SPED) services, some 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.
- We have made strides in ensuring that our entire staff possesses a uniform understanding and an ability to apply Tier 1 and Tier 2 behavioral and emotional interventions. This progress has necessitated continuous professional development and support for our team. Given that fully integrating new practices is a gradual process and that our faculty includes several early-career teachers, we have prioritized their incorporation into our established support framework.
- Integrating and monitoring academic, behavioral, and attendance data from multiple platforms to guide our tiered interventions continues to be an ongoing challenge. To address this, we are focused on improving our data analysis processes to ensure student needs are identified with greater speed and precision. Notably, Highland Academy has invested in our current student information system (SIS) that will provide enhanced access to these critical monitoring tools in the future.

Successes:

- Although our suspension rate rose slightly, we do observe 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.
- Our incentive and award programs for behavior and attendance have garnered positive feedback from families and students, driving substantive progress for many. We maintain a commitment to celebrating our students by providing monthly recognition for outstanding attendance (at least 95%) and quarterly awards for exemplary behavior, and we continue to seek new opportunities for such celebrations.
- Family engagement for students facing attendance hurdles has been strengthened through personalized outreach and proactive communication. By utilizing this collaborative strategy, the school successfully improved attendance outcomes for students who received these targeted interventions.
- Staff capacity to provide initial emotional support and implement positive behavioral interventions has increased through targeted coaching and professional development. This growth has fostered a more collaborative environment where educators and students work together to resolve issues, resulting in fewer student referrals to the office.
- To ensure students requiring more intensive Tier 3 interventions receive timely access to school counseling or external community resources, Highland Academy has defined clear referral pathways. We have also expanded our professional development initiatives to better equip teachers with the skills to identify when Tier 3 support is warranted and to enable our team to provide an effective, coordinated response.
- By utilizing our middle school's 7th-period homeroom, both the school counselor and administration have a dedicated space to connect with students. This time is used to address important matters with individuals or groups, facilitate the implementation of our SEL curriculum, and host school-wide events that strengthen our community bond.

Highland Academy Charter School has advanced its integrated support network, which addresses student behavior, attendance, and emotional well-being. Recognizing the unique and often invisible challenges students face in today's world, we remain steadfast in our mission to maintain a secure environment where every learner feels fully supported.

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 #3 at Highland Academy closely mirrored the original budget, with the following exception:

3.6 - Due to the departure of our campus supervisor at the end of the first semester, costs for this item were lower than anticipated. Their responsibilities were redistributed among existing staff, resulting in no additional expenses.

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

Highland Academy remains committed to offering a Multi-Tiered System of Support (MTSS) that provides every student with necessary behavioral, emotional, and attendance interventions. Our efforts thus far have yielded measurable progress, creating a school climate that is more responsive and seeing favorable trends in student results. Despite these successes, we are navigating difficulties such as a marginal rise in suspensions and an increasing rate of chronic absenteeism. We recognize that in our rapidly changing society, student needs are constantly shifting, and we are dedicated to ensuring our support framework evolves alongside them.

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 are encouraged by our current progress and find that our data points toward a positive trajectory. However, we recognize that student attendance, behavior, and emotional requirements are in a state of constant flux. Although our specific strategies may adapt to these evolving needs, we anticipate that the resource allocation for these initiatives will remain largely consistent.

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

Action #	Title	Description	Total Funds	Contributing
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
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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$281628	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.980%	0.000%	\$0.00	7.980%

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.

Our process begins by verifying if an action is designed to primarily benefit our unduplicated students. To evaluate the impact, we analyze several metrics: the amount of staff time focused on these students, their specific participation rates, and how existing resources are strategically redirected. Furthermore, we confirm that every action is explicitly linked to the requirements of our unduplicated students as identified in our comprehensive needs assessment. These combined evaluations allow us to determine a percentage that quantifies how much each action supports our broader objective of providing increased or improved services.

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		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3529178	281628	7.980%	0.000%	7.980%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,374,910.66	\$392,115.24	\$0.00	\$109,244.00	\$2,876,269.90	\$2,297,919.91	\$578,349.99

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	\$10,000.00	\$10,000.00				\$10,000.00	
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	
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	

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	1.11	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	\$1,900.00	\$1,000.00	\$900.00			\$1,900.00	
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	
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3529178	281628	7.980%	0.000%	7.980%	\$365,780.04	0.000%	10.364 %	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		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,886,169.90	\$3,041,125.29

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	\$10,000.00
1	1.2	Academic Diagnostics and Monitoring	Yes	\$26,034.99	\$25,901.25
1	1.3	Highly Qualified Educators	No	\$1,592,318.72	\$1,785,064.00
1	1.4	Chromebooks & Technology Upgrades	No	\$10,000.00	\$0.00
1	1.5	Professional Development	Yes	\$20,000.00	\$17,866.00
1	1.6	Safe & Maintained Facilities	No	\$291,217.00	\$263,441.69
1	1.7	Special Education Paraprofessionals	No	\$35,527.25	\$51,001.92
1	1.8	Curriculum	Yes	\$36,000.00	\$18,358.65
1	1.9	SAI Education Specialist	No	\$106,422.91	\$106,702.48
1	1.10	Related Services	No	\$230,000.00	\$308,124.20
1	1.11	Math and ELA Paraprofessionals	Yes	\$57,098.05	\$43,258.18

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	\$246,135.92	\$220,438.23
2	2.1	Technology - Group Messaging	No	\$1,800.00	\$ 4,580.00
2	2.2	Technology - Website and social media	No	\$250.00	\$539.63
2	2.3	Student Information System (SIS)	No	\$29,550.00	\$51,725.06
2	2.4	Virtual Tutoring / Meetings	No	\$800.00	\$749.50
2	2.5	Stakeholder Feedback	No	\$900.00	\$959.97
3	3.1	Credentialed School Counselor	Yes	\$89,520.16	\$86,987.63
3	3.2	School-wide social emotional development program	Yes	\$0.00	\$0.00
3	3.3	Alternatives to suspension	Yes	\$0.00	\$0.00
3	3.4	School Events, Assemblies, and Activities	No	\$23,875.00	\$23,875.00
3	3.5	Conflict resolution program	Yes	\$0.00	\$0.00
3	3.6	Campus Supervisor	No	\$68,719.90	\$21,551.90

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$0.00	\$365,780.04	\$412,809.94	(\$47,029.90)	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	\$26,034.99	\$25,901.25		
1	1.5	Professional Development	Yes	\$17,000.00	\$17,866.00		
1	1.8	Curriculum	Yes	\$36,000.00	\$18,358.65		
1	1.11	Math and ELA Paraprofessionals	Yes	\$57,098.05	\$43,258.18		
1	1.12	Remedial Math and Language Arts Teachers	Yes	\$184,886.92	\$220,438.23		
3	3.1	Credentialed School Counselor	Yes	\$44,760.08	\$86,987.63		
3	3.2	School-wide social emotional development program	Yes	\$0.00	\$0.00		
3	3.3	Alternatives to suspension	Yes	\$0.00	\$0.00		
3	3.5	Conflict resolution program	Yes	\$0.00	\$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,205,982	\$0.00	0.000%	0.000%	\$412,809.94	0.000%	12.876%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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