LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Classical Academy Vista

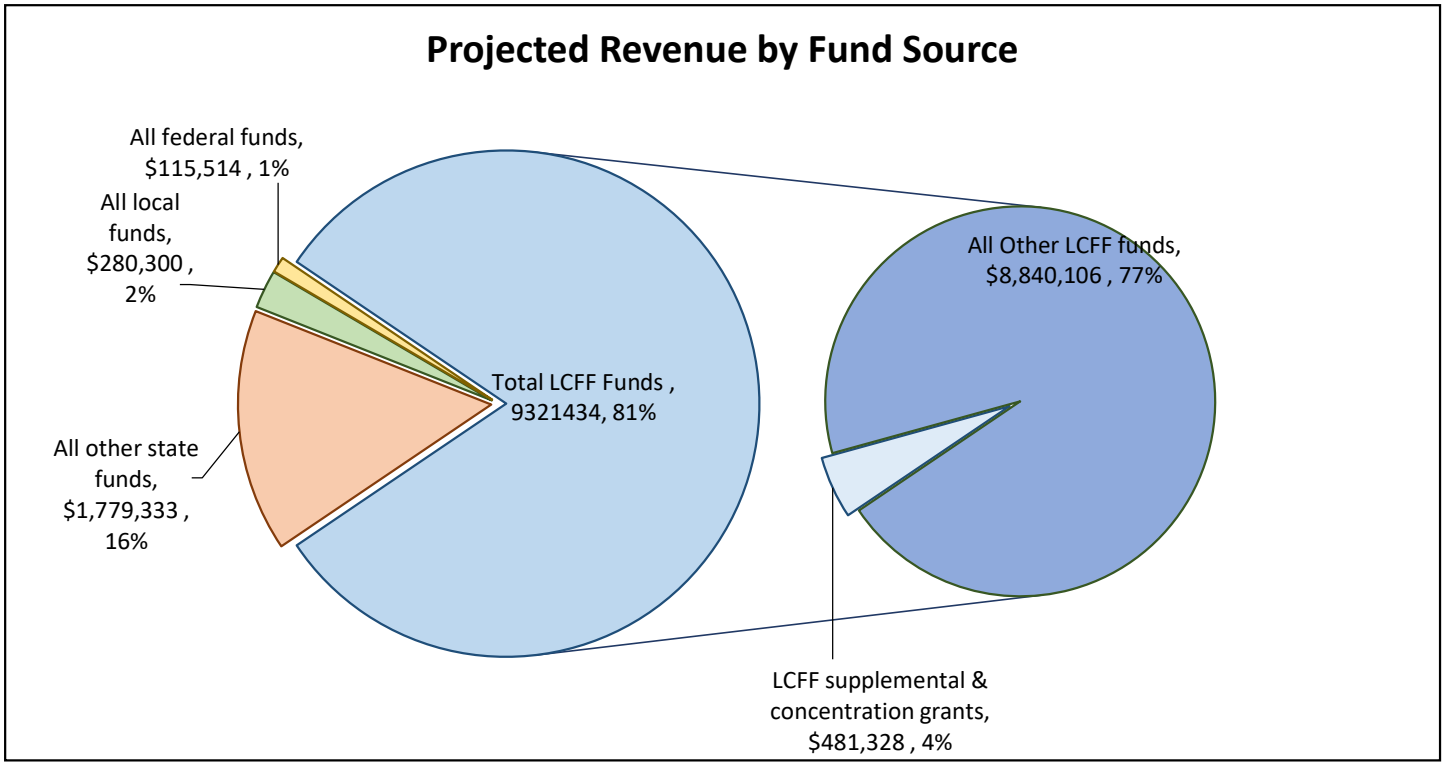
CDS Code: 37103710138404

School Year: 2026-27

LEA contact information: Carmen Coniglio 760-520-6733 cconiglio@classicalacademy.com

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

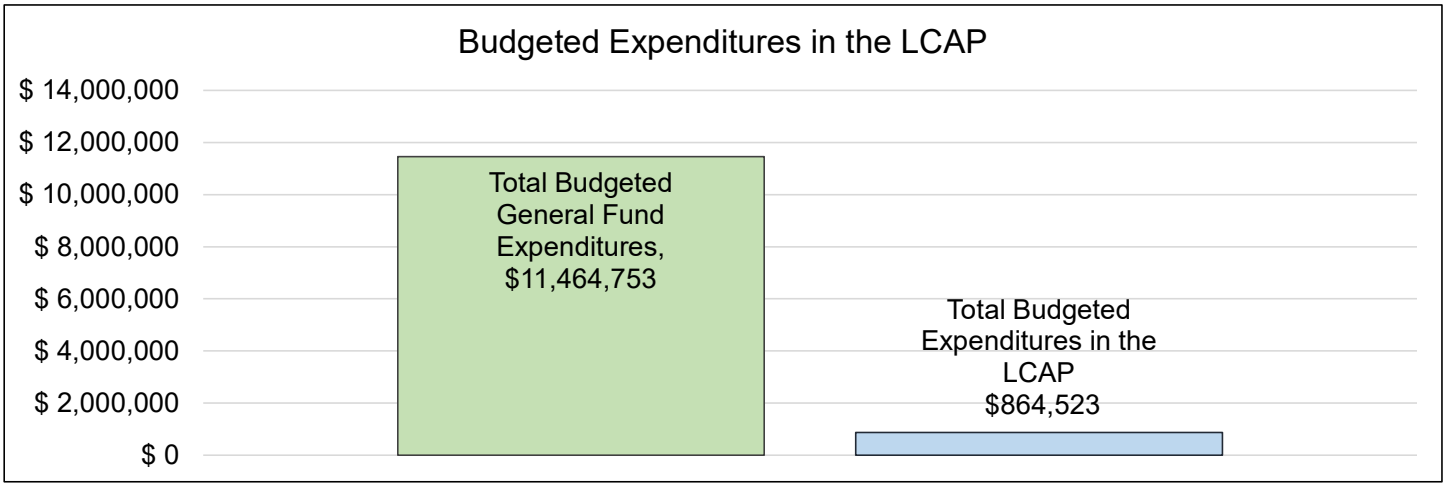


This chart shows the total general purpose revenue Classical Academy Vista expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Classical Academy Vista is $11,496,581.00, of which $9,321,434.00 is Local Control Funding Formula (LCFF), $1,779,333.00 is other state funds, $280,300.00 is local funds, and $115,514.00 is federal funds. Of the $9,321,434.00 in LCFF Funds, $481,328.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Classical Academy Vista 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: Classical Academy Vista plans to spend $11,464,753.00 for the 2026-27 school year. Of that amount, $864,523.00 is tied to actions/services in the LCAP and $10,600,230.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

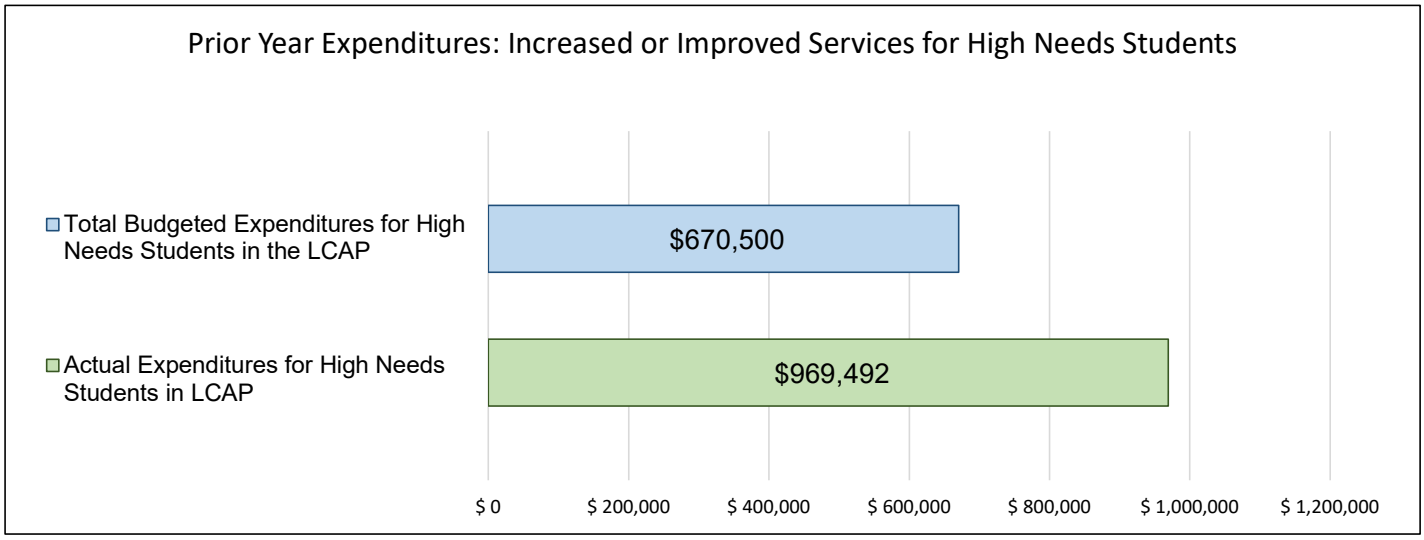
General Fund Budget Expenditures for 2026-27 not included in the Learning Continuity and Attendance Plan (LCAP) consist of, but are not limited to, costs associated with school operations and programs, such as salaries and benefits of certificated and classified staff members and a vast array of instructional and student support costs, such as supplies, general insurance costs, facilities and operations, audit fees, and various administration costs.

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

In 2026-27, Classical Academy Vista is projecting it will receive $481,328.00 based on the enrollment of foster youth, English learner, and low-income students. Classical Academy Vista must describe how it intends to increase or improve services for high needs students in the LCAP. Classical Academy Vista plans to spend $803,700.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Classical Academy Vista budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Classical Academy Vista 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, Classical Academy Vista's LCAP budgeted $670,500.00 for planned actions to increase or improve services for high needs students. Classical Academy Vista actually spent $969,492.00 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
Classical Academy Vista	Kurtis Indorf: CEO Classical Academies	kindorf@classicalacademy.com 760-462-1582

Plan Summary 2026-2027

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.

The Classical Academies is a network of award-winning, tuition-free California public charter schools that have been serving North San Diego County since 1999.

The goal of The Classical Academies has always been to partner with families to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice. Our vision is to passionately serve, respectfully communicate, and joyfully partner for student success.

The key to the organization's success is the partnership and collaboration between parents and teachers to create the best-personalized learning program possible for each student. It is a core belief at The Classical Academies that every parent partnership starts with trust, builds on collaboration, and culminates with accountability. The partnership with parents is the cornerstone of everything we do and one that we have come to rely on in helping all students become thinkers, communicators, and achievers.

Each campus offers a flexible, personalized educational environment that blends the best of independent study and the traditional classroom experience. Options range from blended in-seat and independent study programs to full-time independent study programs. These hybrid programs are uniquely designed to encourage students to explore their interests, accommodate their learning styles, and reach their maximum potential. This distinctive and flexible approach allows students to learn at their own pace while participating in workshops, electives, campus activities, and field trips. We are named The Classical Academies because our founding charters set forth the idea that we inspire excellence by holding forth examples of classic literature, primary source documents, music, and art, which have stood the test of time and been widely recognized as the very best. Our teachers emphasize mastering the "basics" and encourage discussion and debate.

The Classical Academy, Incorporated governing board oversees the four charter public LEAs that make up The Classical Academies. These four LEAs operate schools across seven campus locations that serve an estimated 5800 students in grades TK-12 in Escondido, Vista, and Oceanside in 2025-2026.

Classical Academy (Escondido) – TK-8

Coastal Academy (Oceanside) – TK-8

Coastal Academy High School (Oceanside) - 9-12

Classical Academy (Vista) – TK-8

Classical Academy Middle School (Escondido) – 7-8

Classical Academy High School Studio Campus (Escondido) – 9-12

Classical Academy High School Personalized Learning Campus (Escondido) - 9-12

The Classical Academies have the following Support Teams to help facilitate student success, including a Board of Directors, Community Development, Curriculum Writers, Facilities, Finance, Human Resources, Operations, Safety & Security, Special Education, and Technology. The Classical Academies offer an innovative, progressive, and personalized approach to learning.

Reflections: Annual Performance-

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

Our model continues to effectively meet students' academic needs while creating an interactive classroom community, which helps to balance social-emotional needs in real-time. School days on campus and days of learning at home utilize a blend of synchronous and asynchronous classwork assigned through our LMS. Social-emotional learning continues to be a priority, and we have started a more robust character education program.

We have continued our growth as a Professional Learning Community (PLC). Teachers continue to develop their skills in the analysis of student data, which guides our teaching teams as they target and deliver support to personalize student learning and promote progress. Intervention based on student needs (determined by data collection) occurs both in the classroom environment and in small groups outside of classroom time with Response to Intervention (RTI) Specialists in Math and Literacy. We have added additional intervention support staff in the area of literacy, which has allowed us to help more underserved students. These services are offered in small groups or one-on-one, depending on need.

Renaissance STAR assessments continue to drive timely and accurate feedback for targeted support in Math and Literacy across all grade levels three times a year. STAR is an effective tool as it is closely aligned with specific student growth goals, uniting targeted standards aligned assignments with formative assessment on an ongoing, consistent basis. Learning results continue to inform the next instructional steps to clarify understanding as needed on an individual basis.

Throughout the school year, teachers utilized various formal and informal assessment strategies to monitor benchmarks, growth, and areas needed for growth toward grade-level standards. The PLC process and the SST process are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as the use of other supplemental support materials. Our Guiding Coalition Leadership Team supports the implementation of MTSS, PLC collaboration, and data tracking to drive the inquiry process forward, which will lead to overall school improvement and increased student achievement. Parent training and communication with parents take place every six weeks to increase effectiveness and team focus.

Our California Dashboard indicators are either holding steady or growing. In the areas of Chronic Absenteeism and Suspension Rates, we moved from Yellow to Blue over the last year. Our ELA and Math indicators have stayed steady at Green. This year, In Science, we have achieved Blue and are showing Accelerated Growth in ELA and holding steady at Average Growth in Math. We have consistently met standards in all other areas. We are proud of our California Dashboard achievements.

In conclusion, we have found that our continued implementation of MTSS and PLC collaboration teams has helped us meet our student growth goals as well as propelled instructional goals forward.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Parents of Multilingual Students, and ELD Coordinator	The English Learner Advisory Committee consists of ELD Teachers, ELD Coordinator, and parents of multilingual students. The committee meets 3-4 times per academic calendar year to accomplish the following tasks: ● Advising the principal and staff in the development of a site plan for English learners. ● Assisting in the development of the schoolwide needs assessment. ● Ways to make parents aware of the importance of regular school attendance.
Parent LCAP Survey	We gather feedback once a year on academics, customer service, and our overall organization.
Parents, teachers, admin, and other school personnel	Parents, teachers, admin, and other school personnel gather for roundtable discussions on LCAP.
Students	Student leaders use a Leader In Me meeting to provide input on the LCAP

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

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration:
● Academic growth and achievement in core subjects.
● Social-emotional development and learning support.

These areas have also been part of our Professional Learning Communities (PLC) work to include all educational partners with data collection, analysis, and revision. The PLC groups also worked on district-aligned essential standards to ensure that all students are included in the impact of these goals. Asking for direct feedback from all educational partners in our annual survey and ELAC Needs Assessment Survey provided additional confirmation for supporting current goals and progress.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Provide an outstanding educational program to ensure student growth and academic achievement so students promote from TK-12 ready for college/career.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

State Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile, which were identified as part of our strategic action planning process engaged prior to the new LCAP cycle. Our leadership teams influenced and developed all aspects of the LCAP with input from students, parents, and the community. Requests from the educational partners were categorized, provided to site leaders, and included in budgetary decisions. This ongoing engagement process starts at the beginning of the school year by reviewing previous LCAP goals, the three-year plan, and the development of programming. Our educational partners identified the importance of the following areas when considering the development of a focused goal: ensure a high level of educational achievement, increase the learning and progress of English Learner students, continue to see an increase in state and local student assessment data (specifically in literacy), and increase support and improve learning outcomes for all students, including students with disabilities. These areas of concern are similar to previous years and continue to apply to our goals as an organization. Our tracking of data by the methods described in our metrics below is the vehicle to ensure that our student growth continues to progress as planned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	STAR Testing (TK-8) % of students that meet their SGP or making about a year's growth	Using SGP of 50 Reading 62% of students met SGP Math 57% of students met SGP	Using SGP of 50 Reading: 54.5% of students met SGP Math 52.6% of students met SGP	Using SGP of 50 Reading: 56% of students met SGP Math 50% of students met SGP	Using SGP of 50 Reading: 68% of students met SGP Math: 65% of students met SGP	Reading: decreased 6% Math: decreased 7%
Metric #2	CAST Assessment Data	49.16% met or exceeded in 2023 5th grade: 50.88% 8th grade: 47.62%	43.51% met or exceeded in 2024 5th grade: 45.93% 8th grade: 41.25%	50.91% met or exceeded in 2025 5th grade: 49.33% 8th grade: 52.22%	55.16% met or exceeded 5th grade: 56.88% 8th grade: 53.62%	Increased 1.75% 5th grade: decreased 1.55% 8th grade: increased 4.6%
Metric #3	CAASPP ELA	65.04% met or exceeded in 2023	66.26% met or exceeded in 2024	65.65% met or exceeded in 2025	71.04% met or exceeded	Increased 0.61%
Metric #4	CAASPP Math	58.46% met or exceeded in 2023	54.57% met or exceeded in 2024	51.31% met or exceeded in 2025	64.46% met or exceeded	Decreased 7.15%
Metric #5	Reclassification Rate	20% reclassified				
Metric #6	ELPAC	100% grew in one performance level				

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

We have continued to use data and teams have been meeting in PLC collaboration groups to plan weekly WIN time. 100% of students in classroom based programming participate in WIN. Additional intervention is not as well utilized, even though it is offered. Based on data, it is clear that we need to improve on the number of students who are taking advantage of our intervention offerings. Because we are driven by parent partnership, we rely on their compliance, cooperation and willingness to bring their students consistently for intervention. While we cannot force parents to bring their students to participate, we can improve the messaging about the importance of meeting student needs, plugging academic gaps, and bringing students to grade level. Secondly, usability of the testing tools and interface may be a factor, as some students have limited exposure to practice materials and keyboarding skills. We did increase in CAASPP ELA, which is a focus area for many teachers and families, so we should extend and improve our focus on other areas to increase schoolwide student learning results.

We hypothesize that this may be a factor because daily work, which is reviewed in our conferences every six weeks, shows more student growth than our test metrics demonstrate. In order to bridge this gap, we need to improve our testing preparation, especially for our students who are new to this platform of formal summative assessments. Additionally, we expect that having more time writing to prompts, using strategies such as RACE, built into our lessons would help with raising this achievement. Looking at data shows that many students still do not have enough practice and experience in this area, which affects their ability to perform on these assessments. With regard to STAR Reading results, we have begun to implement Reading by 3rd Grade with the direction of our Literacy Coordinator and our Reading Task Force. We are early in this implementation, so we will probably not see results right away, but we are moving in the right direction. For STAR Math, reading improvement will have an impact, because our current math program is language heavy and students have had a challenging time engaging with the content. If we can improve our reading achievement, math will benefit positively and math skills will grow.

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

No differences between the actual and budgeted.

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

Overall, effectiveness has not been realized, but we need to continue to improve and fine tune our actions to meet projected goals. Our literacy screening has increased, which has increased our ability to identify students who need support, but not all of them are engaged with intervention services. Our intervention program is robust, but underutilized. We are working on a more focused implementation of essential standards and while we are still in the process of this, we are improving every year. We have identified essential standards and teachers are focusing on teaching and intervention of these standards for WIN intervention time. Teachers have been using common formative assessments to determine student success with these essential standards. An additional step has been the development of district wide common formative assessments, across all grade levels, which have been piloted this year. Next year, we also have an outside company coming in to provide coaching to support leadership to move the needle forward on PLC progress. Effectively, we currently have strong supports implemented.

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 have added a sub action for Goal 1, action 1. We are partnering with The Achievement Network (ANet), an education support provider, to provide site and district leadership coaching and professional development. The following are the goals:

-Create a vision for highly effective professional learning communities and prepare to communicate the vision to key stakeholders

-Design and implement a framework for effective math and literacy PLCs that consists of the key components of effective planning and looking at student work

-Identify and prepare plans for development for teachers that build capacity to lead and engage in the work of highly effective PLCs

English Learner data (ELPAC, progress indicators, and reclassification trends) show a need for strengthened instructional practices and targeted supports for EL students. Due to this need, we have also added an action under goal 1: Professional learning for ELD providers. The following are the goals of this action:

-Develop a better understanding and implementation of designated and integrated English Learner Development (ELD) strategies
-Strengthen leadership capacity among ELD providers so they can deliver turnaround training and serve as instructional experts on their campuses.
GLAD training: Guided Language Acquisition Design (GLAD®) is an instructional model for TK-12 that supports the vision of the California English Learner Roadmap policy by strengthening educational programs and practices for English learners. Project GLAD® supports the implementation of integrated English-language development (ELD) and designated ELD. This model provides full and meaningful access to a 21st century education that results in attaining high levels of language proficiency and mastery of grade level standards.
Our expected student outcomes are:

- Increased EL progress on ELPAC
- Increased reclassification rates
- Improved classroom implementation of integrated/designated ELD
- Improved newcomer support practices

Our funding source will be Title III – English Learner Program. These activities are supplemental and do not replace state-required EL services or core instructional PD.

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
Action #1-1	Strong Tier 1 Curriculum	• Continue to evaluate and revise the school curriculum in regard to the implementation of CCSS. • Curriculum team to monitor progress in the implementation of CCSS. • Curriculum team focuses on mastery of essential standards by reviewing data. • Coaching/professional learning for site and district leadership from ANet.	$70,000	Y
Action #1-2	Robust Response to Intervention Program	• RTI Specialists will provide curricular support in English Language Arts and Mathematics to meet the needs of students with academic gaps, including unduplicated count students and students with disabilities.	$277,000	Y
Action #1-3	Literacy Screening and acting on the results	• All students are screened for potential literacy risk once per year, at minimum. • Teachers are trained on how to screen and what to do with the results • Students “at risk” are given informal diagnostic assessments, and progress is monitored throughout intervention cycles.	$6,148	N
Action #1-4	Universal screener and formative assessments on essential standards	• Teachers administer Star assessments at least two times a year and use the data to determine student need • Teachers administer common formative assessments in Performance Matters on the essential standards and review data to determine mastery	$16,800	Y
Action #1-5	Professional learning for ELD providers	• Provide supplemental professional development for teachers and support staff focused on improving English Learner language development, integrated/designated ELD instruction, and strategies to support newcomer students. • Strengthen leadership capacity among ELD providers so they can deliver turnaround training and serve as instructional experts on their campuses.	$407	N

Goal

Goal #	Description	Type of Goal
Goal #2	Foster respectful, collaborative, safe, and secure environments that support teaching and learning.	Broad Goal

State Priorities addressed by this goal.

State Priority 3:Parent Involvement and Family Engagement

State Priority 5: Student Engagement

State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

We developed this positive culture and climate goal based on feedback from educational partners. The survey concludes that, overall, our students and parents feel connected to and supported by their teachers and that our school provides a safe and nurturing learning environment.

We analyze academic performance data, such as standardized test scores and student engagement levels. Our supportive and respectful learning environment positively impacts student motivation, engagement, and academic success. We continue to evaluate levels of parent and community involvement in school activities, events, and decision-making processes. Increased engagement indicates a stronger sense of trust and partnership between the school and its stakeholders.

While we pride ourselves on providing a supportive and safe environment, we will continue to monitor and maintain student teaching and learning, as well as provide an overall feeling of safety and connectedness through the actions/services below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Metric #1	**Covitality Survey** School Connectedness Overall life satisfaction **Leader In Me Survey** Leadership/Culture/ Academics **Social Emotional Screener** School Success Feeling of Belonging	**Covitality Survey** 5th: 93% of students have an average/high school connectedness score. 7th: 69% of students have an average/high school connectedness score. Overall Life Satisfaction: 5th: 82.63 7th: 78.85 (both fall within the average range)	**Leader in Me Survey** Leadership: 78/100 Culture: 79/100 Academics: 77/100	**Social Emotional Screener** 5th-8th grade 71% strongly agree/agree they feel successful at school 73% strongly agree/agree they have a sense of belonging	Increase the % of students to feel successful at school and have a sense of belonging	Cannot compare due to using different tools; Baseline used CoVitality Survey, Year 1 used the Leader in Me Survey and years 2 and 3, use Social Emotional Screener.
Metric #2	**Parent Survey**	**Parent Survey** 95% parent satisfaction: academic program 96% overall parent satisfaction 97% parent satisfaction: customer service	**Parent Survey** 37% exceeds expectations 45% meets expectations 17% below expectations	**Parent Survey** 76% reported a positive experience with our provided curriculum 69% positive responses reporting their student feels a sense of belonging 74% reported a positive experience on customer service	To increase the % of parents with positive experiences	Cannot compare due to using different tools; questions on survey changed between years. .

Metric #3	Suspension Rate	0.3% suspended at least one day	0.6% suspended at least one day	0.1% suspended at least one day	Maintain Baseline or decrease	0.2% decrease
Metric #4	Chronic Absenteeism Rate	1.3% chronically absent	2.9% chronically absent	1.7% chronically absent	Maintain Baseline or decrease	0.4% increase

Goal Analysis for 2025-2026

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.

Our original surveys for SEL and parents changed during this year, so this skews the data. However, we have always had at least average results with our SEL evaluations and high parent satisfaction in our assessments, and that is still true. However, only a small percentage of our parents participated in our survey so that does affect the results. Our suspension rates have increased but we have tightened up on reinforcing positive behavior since we implemented our new leadership program. This is the first year of the new Leader in Me Leadership Program. We expect to see stabilized or lower metrics in these two areas as we continue to advance adoption of this leadership program. Chronic absenteeism looks to have increased, but the reality is that we have increased accountability for work completion and have high expectations for successful participation in our programs. Parents are supported with student work completion, and if students are not successful, support is increased until either success is achieved or the family is exited to another program. Because of this support, it puts a spotlight on school days where work is not fully completed and has fine tuned our attendance reporting. However, our absenteeism rates continue to be very low.

Regardless of outcomes, we routinely assess the implementation and effectiveness of restorative justice practices and other conflict resolution strategies. These approaches have been proven to promote respectful communication, collaboration, and conflict resolution skills among students and staff. We continue to conduct assessments of the physical school environment, including facilities, playgrounds, and safety protocols. Ensuring a clean, well-maintained, and safe physical environment contributes to overall feelings of security and well-being.

*** Please note that Classical Academy Vista has used a different parent survey including different questions each year for the parent survey metric.

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

No differences between the actual and budgeted.

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

We look forward to having a second year of data for both of the surveys that changed. The survey results for parents shown are for our entire district but overall, we have scored consistently high in customer satisfaction through the years. This is due to our strong partnership with parents and our commitment to personalize for all students. Parents feel heard and we often put their suggestions for changes into practice with excellent results. The percentage of parents who rate us below expectations is low, and we work to get targeted feedback on what we can improve at each of our conferences six times annually. We regularly connect with parents and solicit feedback. From spring of 2023 to spring of 2025 we used in house created parent feedback surveys. In 2025-2026 we upgraded our survey capacity and are now using Parsec Real, which has allowed for more versatile ways to provide the feedback.

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 have not made changes to our planned goal to foster respectful, collaborative, safe, and secure environments that support teaching and learning. As stated above, we have changed both the parent and student surveys, but are still collecting relevant information. Our character building curriculum has been changed from Character Strong to a more leadership focused program called Leader in Me. Our focus moving forward continues to be creating and nurturing a positive school culture and climate that provides a safe environment where students, staff, and all stakeholders thrive. Leader in Me supports this goal.

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
Action #2-1	Student Engagement & Social Emotional Learning/Screener	• To increase student connection on campus and a sense of belonging: • Curriculum- Leader In Me. All teachers have access to it • CoVitality screener is administered yearly to students • Data is reviewed to determine student need	$2,900	Y
Action #2-2	Multi-Tiered Systems of Support for students	• Counselors at the site level to provide tiered support for students • Counselors to teach lessons in the classroom	$101,000	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #3	Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and healthy environment.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic

State Priority 7: Course Access

An explanation of why the LEA has developed this goal.

We have developed this goal because of the increasing need to provide learners access to quality learning through standards-based teaching. Our highly qualified credentialed teachers continue to identify essential standards and develop more advanced methods of tracking data; our materials, instruction, and technology use will further create a safe and healthy learning environment where students can grow academically. Our implementation of MTSS and use of the FIT tool (as one of our metrics stated below) will further allow us to track student learning and progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	High-quality credentialed teachers	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	We anticipate no misassignments or vacancies for the following year	No difference
Metric #2	FIT Tool	Facilities in good/excellent repair	Facility is in exemplary condition	Facility is in exemplary condition	Exemplary condition	Increase in condition

Goal Analysis for 2025-2026

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.

We monitor student attendance rates to gauge whether students feel safe and supported enough to regularly attend school. Our positive school climate often correlates with our higher attendance rates. We track disciplinary incidents, including suspensions, expulsions, and behavioral referrals. A decrease in these incidents may indicate improvements in our school environment and student behavior management strategies. We document and track incidents of bullying and harassment reported by students, staff, or parents. Implementing strategies to prevent and address these incidents contributes to a safer and more respectful school climate. We measure teacher retention rates and conduct surveys to assess teacher satisfaction with the school environment, administrative support, and collaborative opportunities. Our positive school climate contributes to higher teacher morale and retention.

Some practical changes to further this goal are as follows. To provide additional support for students with technology, we purchased additional Chromebooks for students who need connectivity to our Learning Management System at home. To increase access to food support without stigmatizing families struggling with food insecurity, we changed our school food program to include breakfast and lunch with access for all. Our adoption of the Leader in Me program further encourages a safe and healthy environment. Leader In Me fosters positive relationships and leadership skills. In addition, our school counselor has started several social groups for students to have a platform to connect, feel listened to, and belong. Ultimately, we continue to monitor participation in training sessions and professional development opportunities for staff and practical and supportive offerings for students focused on promoting our positive school climate, cultural competency, and inclusive practices.

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

No differences between the actual and budgeted. We administer school climate surveys to students, teachers, staff, and parents to assess perceptions of the school environment. Questions focus on feelings of safety, respect, collaboration, and overall satisfaction with our learning environment.

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

Classical Academy Vista is committed to fostering leadership that empowers educators, students, and stakeholders to collaborate in creating a thriving and inclusive environment where every learner can reach their fullest potential.

Actions related to effectiveness of the specific actions to date making progress to goal three are:

- Purchase of additional Chromebooks for students who need connectivity to our Learning Management System, Schoology, at home
- Changed in our school food program to include breakfast and lunch with access for all
- Leader In Me is being implemented which fosters positive relationships and leadership skills for students, staff, and parent partners
- School counselor has started several social groups for students to have a platform to connect, feel listened to, and build a sense belonging

By regularly collecting and analyzing data across these areas, our school assesses progress towards achieving LCAP Goal 3 and identify areas for improvement to align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and healthy environment.

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

There were no changes made to goals or actions.

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
Action #3-1	Safe environment for all	• Maintain a safe, clean, and functional school environment including facility maintenance and upgrades • Annual employee training on safety procedures, protocols, and apps	$130,000	Y
Action #3-2	Technology upgrade and tech support for teachers	• Ensure that our technology for teachers and students is upgraded and safe to use. • Support teachers with tech needs at the site level.	$206,000	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #4	Strengthen Tier 1 mathematics instruction across all grades through the implementation of High Quality Instructional Materials, effective teaching practices, and aligned assessment systems, resulting in increased student proficiency and growth in mathematics.	NEW: Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards

State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

This new goal was developed in response to a clear need to strengthen mathematics outcomes across the LEA and ensure that all students have consistent access to high-quality, grade-level instruction. Analysis of multiple data sources—including state assessments, local benchmarks, and universal screeners—revealed that math performance has not kept pace with other content areas, and that there are persistent gaps among student groups. These patterns highlighted the importance of focusing on Tier 1 core instruction as the most effective way to reach all students.

The LEA also recognized that variability in instructional materials, teaching practices, and assessment use has led to inconsistent student experiences across classrooms and sites. By prioritizing the implementation of High Quality Instructional Materials, the LEA aims to ensure coherence, rigor, and alignment to standards in every classroom. At the same time, strengthening effective teaching practices—such as the teaching and learning cycle—will support teachers in meeting the diverse needs of learners.

In addition, the development of aligned assessment systems will provide timely and actionable data to inform instruction, allowing educators to identify student needs early and adjust teaching accordingly. This aligns with the LEA's broader commitment to building a strong, systemwide approach to using data to drive instructional decisions and improve outcomes.

Ultimately, this goal reflects the LEA's commitment to improving student achievement in mathematics by investing in the core instructional experience. By strengthening Tier 1 instruction, the LEA aims to reduce the need for intervention, close achievement gaps, and ensure that all students demonstrate measurable growth and increased proficiency in mathematics.

On 4-2, the Learning Recovery Emergency Block Grant needs assessment identified mathematics achievement as a priority area, with gaps in grade-level proficiency and inconsistent implementation of standards aligned math instruction. Teachers require additional support, coaching and professional development to strengthen math instruction and accelerate student learning. Measurable outcomes include increased percentage of student meeting/exceeding standards on the CAASPP Math assessment, improved student growth on local math benchmarks and increased teacher implementation of standards aligned math curriculum and instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Metric#1	CAASPP Math	**Grade 3:** 22.54% exceeded 32.39% met 25.35% nearly met 19.72% not met **Grade 4:** 44% exceeded 28% met 16% nearly met 12% not met **Grade 5:** 32% exceeded 12% met 25.33% nearly met 30.67% not met **Grade 6:** 22.89% exceeded 26.51% met 32.53% nearly met 18.07% not met **Grade 7:** 27.17% exceeded 22.83% met 30.43% nearly met 19.57% not met **Grade 8:** 32.58% exceeded 13.48% met			To increase the number of students in met or exceeded. To decrease the number of students in the not met category.	

		35.96% nearly met 17.98% not met				
Metric #2	Essential Standards Benchmark Assessment #2	% of students who met or exceeded Grade 1: 45% Grade 2: 28.6% Grade 3: 41.3% Grade 4: 24% Grade 5: 14.3% Grade 6: 54.3% Math 7: 14% Math 8: 26% Math 1: 57.1%			To increase the number of students met or exceeding on the benchmark assessment	

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

This is a new goal we are adding for the 2026-2027 school year.

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

This is a new goal we are adding for the 2026-2027 school year.

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

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.

This is a new goal we are adding for the 2026-2027 school year.

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
Action #4-1	Achievement Network: Professional Learning and Coaching	• ANet coach to coach/support site leaders and the central team	$39,000	N
Action #4-2	Math Professional Learning and Support	• Learning Recovery Emergency Block Grant for salary and benefits for the Math Coordinator plus supplemental professional development costs (training materials, registration, contracted PD providers) to support math professional development and coaching aligned to the Learning Recovery Emergency Block Grant.	$15,268	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$437,871	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.764%	0.00% - No Carryover	$0.00 - No Carryover	5.764%

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 #(s)	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
1-1	Analysis of multiple data sources (CAASPP, benchmark assessments, and universal screeners such as Star) indicates inconsistent student performance across grade levels and student groups. Variation in instructional practices and curriculum implementation across classrooms suggests a need for greater coherence, alignment to standards, and consistent access to high-quality instructional materials.	Providing a strong Tier 1 curriculum ensures that all students have access to grade-level, standards-aligned instruction that is rigorous, coherent, and engaging. High-quality instructional materials, paired with effective teaching practices, create a consistent foundation for learning across all classrooms and sites.	CAASPP data Star data Teaching and Learning Cycle student data Benchmark assessment data
2-2	Local data, including behavior referrals, and student/parent survey feedback, indicates that some students require additional social-emotional and behavioral supports to fully access instruction. Variability in behavior expectations, SEL instruction, and intervention practices across classrooms and sites points to a need for a more coherent, systemwide framework.	Implementing an MTSS framework for social-emotional and behavioral support establishes a proactive, prevention-focused system that promotes positive school climate and student well-being. Tier 1 supports include explicit social-emotional learning (SEL) instruction, clear behavior expectations, and positive reinforcement systems for all students. Tier 2 and Tier 3 supports provide targeted and individualized interventions such as small group instruction, check-in/check-out systems, counseling supports, and behavior plans. By strengthening behavioral and SEL supports within MTSS, the LEA improves students' ability to engage in learning, reduces disruptions to instruction, and fosters a positive school culture that supports both academic and personal growth.	**Behavior Data** ● Reduction in office discipline referrals, suspensions, and behavioral incidents **SEL Student Survey Data** ● Increased positive responses related to safety, belonging, and engagement

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
N/A			

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.

N/A

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	1:33	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 8,350,914	$ 481,328	5.764%	0.000%	5.764%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 803,700	$ 60,416	$ -	$ 407	$ 864,523.00	$ 568,268	$ 296,255

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	Strong Tier 1 Curriculum	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 70,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
1	2	Robust Response to Intervention Program	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 277,000	$ -	$ 277,000	$ -	$ -	$ -	$ 277,000	0.000%
1	3	Literacy Screening & Acting on the Results	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 6,148	$ -	$ 6,148	$ -	$ -	$ 6,148	0.000%
1	4	Universal Screener and Formative Assessments on Essential Standards	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 16,800	$ 16,800	$ -	$ -	$ -	$ 16,800	0.000%
1	5	Professional Learning for ELD Providers	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 407	$ -	$ -	$ -	$ 407	$ 407	0.000%
2	1	Student Engagement & Social Emotional Learning/Screener	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 2,900	$ 2,900	$ -	$ -	$ -	$ 2,900	0.000%
2	2	Multi-Tiered Systems of Support for Students	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 101,000	$ -	$ 101,000	$ -	$ -	$ -	$ 101,000	0.000%
3	1	Safe Environment for All	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 78,000	$ 52,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
3	2	Technology Upgrade and Tech Support for Teachers	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 97,000	$ 109,000	$ 206,000	$ -	$ -	$ -	$ 206,000	0.000%
4	1	Achievement Network: Professional Learning and Coaching	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ -	$ 39,000	$ -	$ 39,000	$ -	$ -	$ 39,000	0.000%
4	2	Math Professional Learning and Support	All students with priority to English Learner, Foster Youth, Homeless, and Low-Income	No	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	FY26-27	$ 15,268	$ -	$ -	$ 15,268	$ -	$ -	$ 15,268	0.000%

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
$ 8,350,914	$ 481,328	5.764%	0.000%	5.764%	$ 803,700	0.000%	9.624%	**Total:**	$ 803,700
								LEA-wide Total:	$ 803,700
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Strong Tier 1 Curriculum	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 70,000	0.000%
1	2	Robust Response to Intervention Program	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 277,000	0.000%
1	3	Literacy Screening & Acting on the Results	No	LEA-wide		Classical Academy Vista	$ -	0.000%
1	4	Universal Screener and Formative Assessm	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 16,800	0.000%
1	5	Professional Learning for ELD Providers	No	LEA-wide		Classical Academy Vista	$ -	0.000%
2	1	Student Engagement & Social Emotional Le	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 2,900	0.000%
2	2	Multi-Tiered Systems of Support for Student	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 101,000	0.000%
3	1	Safe Environment for All	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 130,000	0.000%
3	2	Technology Upgrade and Tech Support for	Yes	LEA-wide	English Learners and Foster Youth	Classical Academy Vista	$ 206,000	0.000%
4	1	Achievement Network: Professional Learnin	No	LEA-wide		Classical Academy Vista	$ -	0.000%
4	2	Math Professional Learning and Support	No	LEA-wide		Classical Academy Vista	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 672,000.00	$ 969,492.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Strong Tier 1 Curriculum	Yes	$ 53,000	$ 190,563
1	2	Robust Response to Intervention Program	Yes	$ 250,000	$ 347,401
1	3	Literacy Screening and acting on the results	Yes	$ 5,500	$ 3,827
1	4	Universal screener and formative assessments on essential standards	Yes	$ 10,000	$ 13,911
2	1	Student Engagement & Social Emotional Learning/Screener	Yes	$ 1,500	$ 1,370
2	2	Multi-Tiered Systems of Support for students	Yes	$ 97,000	$ 139,483
3	1	Safe environment for all	Yes	$ 92,000	$ 88,038
3	2	Technology upgrade and Tech support for teachers	Yes	$ 163,000	$ 184,899

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 437,871	$ 670,500	$ 969,492	$ (298,992)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Strong Tier 1 Curriculum	Yes	$ 53,000	$ 190,563.00	0.000%	0.000%
1	2	Robust Response to Intervention Program	Yes	$ 250,000	$ 347,401.00	0.000%	0.000%
1	3	Literacy Screening and acting on the results	Yes	$ 5,500	$ 3,827.00	0.000%	0.000%
1	4	Universal screener and formative assessments on essential standards	Yes	$ 10,000	$ 13,911.00	0.000%	0.000%
2	1	Student Engagement & Social Emotional Learning/Screener	Yes	$ -	$ 1,370.00	0.000%	0.000%
2	2	Multi-Tiered Systems of Support for students	Yes	$ 97,000	$ 139,483.00	0.000%	0.000%
3	1	Safe environment for all	Yes	$ 92,000	$ 88,038.00	0.000%	0.000%
3	2	Technology upgrade and Tech support for teachers	Yes	$ 163,000	$ 184,899.00	0.000%	0.000%

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)
$ 7,431,730	$ 437,871	0.000%	5.892%	$ 969,492	0.000%	13.045%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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