

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Classical Academy High

CDS Code: 37681060111195

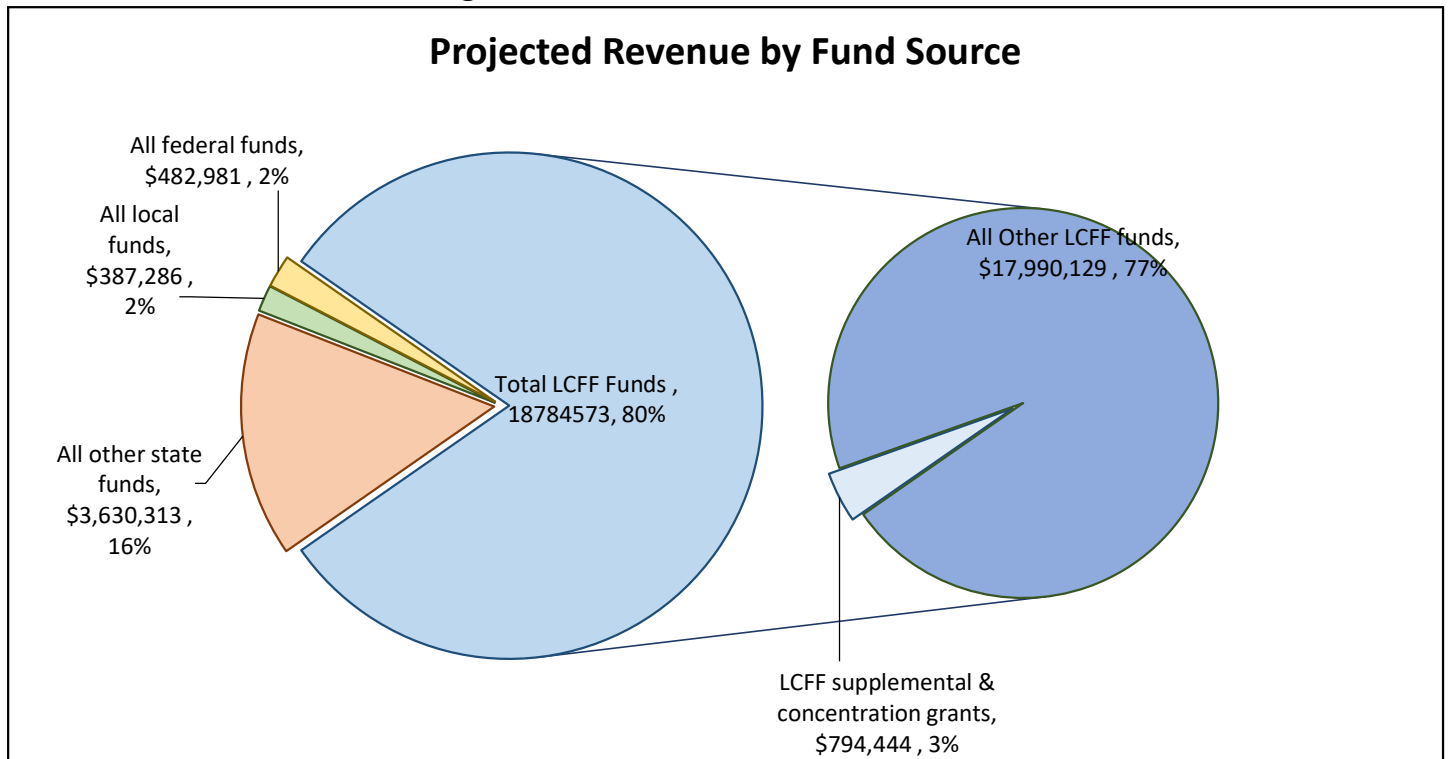
School Year: 2026-27

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

Projected Revenue by Fund Source

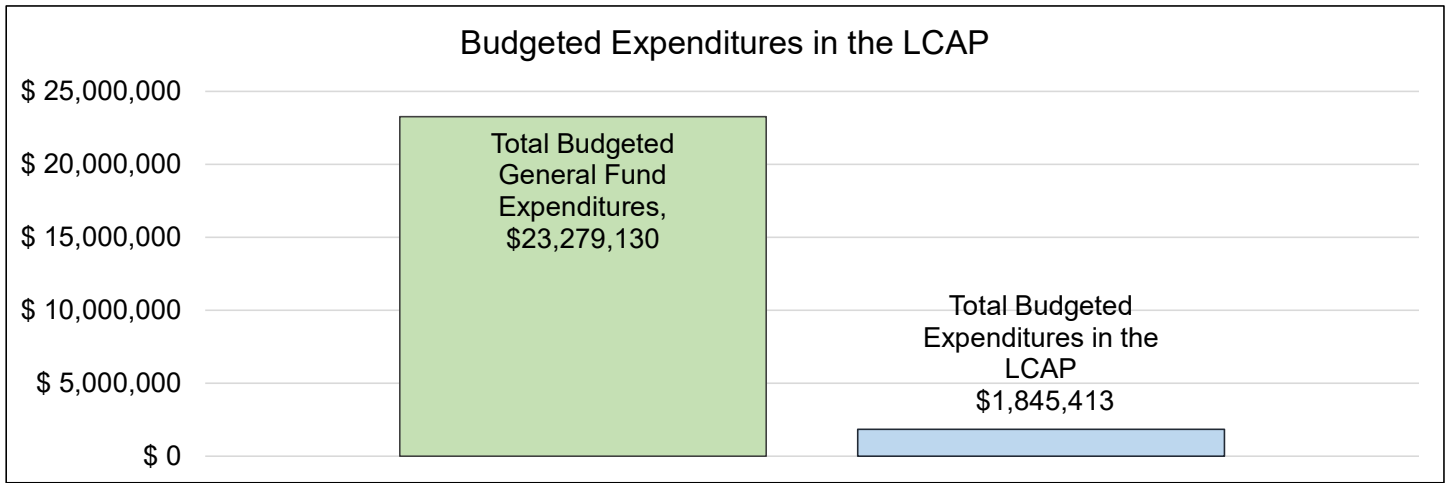


This chart shows the total general purpose revenue Classical Academy High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Classical Academy High is \$23,285,153.00, of which \$18,784,573.00 is Local Control Funding Formula (LCFF), \$3,630,313.00 is other state funds, \$387,286.00 is local funds, and \$482,981.00 is federal funds. Of the \$18,784,573.00 in LCFF Funds, \$794,444.00 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 High 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 High plans to spend \$23,279,130.00 for the 2026-27 school year. Of that amount, \$1,845,413.00 is tied to actions/services in the LCAP and \$21,433,717.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

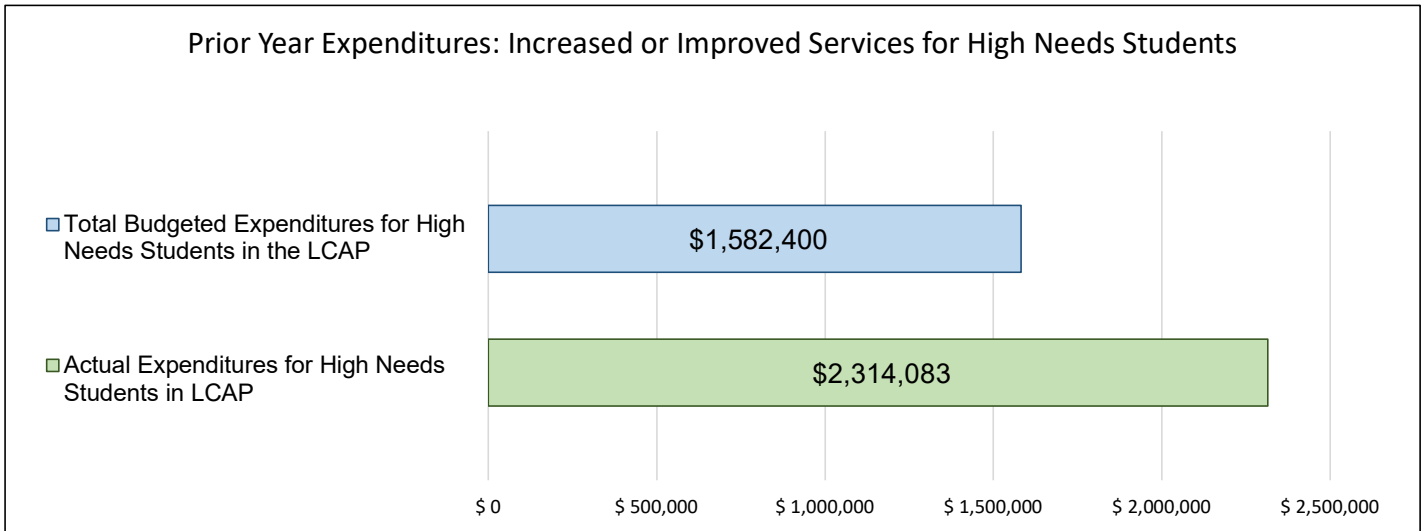
General Fund Budget Expenditures for 2026-27 not included in the Learning Continuity and Attendance Plan (LCAP) consist of, but are not limited to, costs associated with school operations and programs, such as salaries and benefits of certificated and classified staff members and a vast array of instructional 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 High is projecting it will receive \$794,444.00 based on the enrollment of foster youth, English learner, and low-income students. Classical Academy High must describe how it intends to increase or improve services for high needs students in the LCAP. Classical Academy High plans to spend \$1,736,100.00 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 High 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 High 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 High's LCAP budgeted \$1,582,400.00 for planned actions to increase or improve services for high needs students. Classical Academy High actually spent \$2,314,083.00 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 High School | 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 an organization 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 we have come to rely on to help 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 up examples of classic literature, primary source documents, music, and art that have stood the test of time and are 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 facilitate student success: 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.

Classical Academy High School remains committed to a continuous cycle of reflection, evaluation, and improvement to ensure that our programs effectively meet the needs of our diverse student body while maintaining high expectations for academic achievement, school culture, and post-secondary readiness.

Each year, the CAHS leadership team conducts a comprehensive review of the California School Dashboard and local performance data in alignment with our LCAP goals, WASC Schoolwide Action Plan, and Professional Learning Community (PLC) priorities. Through this structured process, we celebrate areas of growth, identify trends, and establish clear action steps for the year ahead. These collaborative conversations directly inform professional development priorities, instructional focus areas, intervention structures, program refinements, and budget allocations. At the conclusion of the academic year, the Administrative Leadership Team meets with department chairs to analyze student achievement data and refine plans to strengthen outcomes for all students.

Our PLC structures continue to serve as the foundation for this work. Student achievement data is consistently shared and analyzed in faculty meetings, department collaborations, leadership team discussions, and with students and families. Essential standards remain the anchor of instruction across all disciplines, guiding curriculum design, pacing, common formative assessments (CFAs), and intervention planning. This clarity of focus ensures that instructional decisions are data-informed, collaborative, and responsive to student needs.

Dashboard Overview

The 2025 California School Dashboard reflects both sustained strengths and targeted areas for growth.

Most notably, CAHS demonstrated significant improvement in school climate, with our **Suspension Rate** moving from Yellow to Blue, the highest performance designation. This improvement reflects our intentional efforts to strengthen campus culture, reinforce restorative practices, and proactively support student behavior and engagement.

Our **Graduation Rate** remains Blue, continuing to significantly exceed state averages and reflecting the schoolwide commitment to monitoring student progress, providing counseling support, and ensuring students remain on track to graduate prepared for college and career pathways.

The **College and Career Indicator (CCI)** remains Green. While stable, this remains a strategic focus as we expand dual enrollment access, Career Technical Education pathways, Advanced Placement participation, and individualized postsecondary planning supports.

In academic performance, both growth and recalibration are evident.

English Language Arts (ELA)

CAHS continues to demonstrate strong performance in English Language Arts. In 2025, 77% of students met or exceeded standards, following 80% in 2024 and 67.71% in 2023. While performance dipped slightly from last year's peak, it remains significantly higher than 2023 levels and reflects sustained academic strength.

This slight decrease resulted in a Dashboard shift from Blue to Green; however, overall achievement remains high across programs:

- 4-Day Studio: 78%
- 3-Day Workshop: 75%
- Virtual: 71%
- Independent Study: 82%

The Humanities Department's continued alignment with essential standards, use of common formative assessments, and implementation of CAASPP interim assessments has maintained strong literacy outcomes. Moving forward, we will focus on refining writing rigor, text complexity, and targeted supports to return to Blue-level performance.

Mathematics

Mathematics performance represents our most significant area of focus. In 2025, 46% of students met or exceeded standards, compared to 52% in 2024 and 46.34% in 2023. While 2024 reflected meaningful growth, 2025 scores returned to baseline levels.

This decline resulted in a Dashboard shift from Blue to Yellow.

Program-level results indicate variability:

- 4-Day Studio: 46%
- 3-Day Workshop: 44%
- Virtual: 53%
- Independent Study: 36%

In response, the Mathematics Department will intensify its focus on essential standards alignment, vertical articulation across grade levels, and targeted intervention strategies. The continued implementation of Math Lab provides Tier 2 and Tier 3 supports, allowing students to remain enrolled in rigorous coursework while receiving daily skill development. Additionally, department collaboration will emphasize common assessment calibration, real-time data cycles, and instructional refinement to rebuild upward momentum.

Science (CAST)

Science performance continues to trend positively overall. In 2025, 50% of students met or exceeded standards, compared to 53% in 2024 and 44% in 2023. While slightly below last year's high, scores remain above 2023 levels.

Science now holds a Green Dashboard designation, reflecting consistent progress in curriculum alignment, expanded course offerings, and increased emphasis on inquiry-based and lab-centered instruction. Department collaboration around essential standards and performance tasks will remain a priority to sustain and extend these gains.

Local Indicators

CAHS met standards in all local indicators, including:

- Basics (Teachers, Instructional Materials, Facilities)
- Implementation of Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study

The improvement in Suspension Rate, combined with high graduation outcomes, underscores the strength of our systems in supporting both student achievement and student well-being.

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 | <p>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:</p> <ul style="list-style-type: none"> ● 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 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. |

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 they 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.

CAHS created this goal to directly support the vision and mission of The Classical Academies, which is “to partner with parents to inspire each student to think critically, communicate effectively, and achieve excellence by providing academic choice”. CAHS believes academic choice is a central component to the success of their students; CAHS strives to create choice for all students by providing a variety of program options while maintaining high standards for student achievement and success across the board.

CAHS employs a number of measures to ensure not only academic achievement but student growth, including but not limited to a high focus on holistic student development, a dedication to a rigorous and guaranteed viable curriculum, consistent and effective MTSS, and the ongoing integration of new and emerging programs and technologies that provide students with equitable access to opportunities aimed at their growth and development. CAHS is committed to self-reflection and evaluation to ensure our educational programs achieve the results for which we strive and will continue to work towards our collective goal of ensuring all students are ready for college and/or career upon graduation from any of our programs.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|-----------|--|---|--|--|--|--|
| Metric #1 | College & Career Readiness Indicator (H.S.) | 58.3% prepared | 57.4% prepared | 63% prepared | 64.3% | 4.7% increase |
| Metric #2 | STAR Testing (9-12) % of students that meet their SGP | Using SGP 50 Reading: 49% of students met SGP Math: 60% of students met SGP | Using SGP of 50 Reading: 58% of students met SGP Math: 60% of students met SGP | Using SGP of 50 Reading: 48% of students met SGP Math: 57% of students met SGP | Using SGP of 50 Reading: 55% of students meeting SGP Math: 66% of students meeting SGP | Using SGP of 50 Reading: 1% decrease Math: 3% decrease |
| Metric #3 | CAST Assessment Data | 44.13% met or exceeded in 2023 | 53.15% met or exceeded in 2024 | 50.82% met or exceeded in 2025 | 60.13% met or exceeded in | 6.69% increase in met or exceeded |
| Metric #4 | CAASPP ELA (11) | 67.71% met or exceeded in 2023 | 80.21% met or exceeded in 2024 | 77.19% met or exceeded in 2025 | 73.71% met or exceeded | 9.48% increase in met or exceeded |
| Metric #5 | CAASPP Math | 46.34% met or exceeded in 2023 | 52.06% met or exceeded in 2024 | 45.61% met or exceeded in 2025 | 52.34% met or exceeded | .73% decrease in met or exceeded |
| Metric #6 | Reclassification Rate | 60% reclassified | | | | |
| Metric #7 | ELPAC | 75% grew in one performance level | | | | |

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.

The implementation of our educational program goal demonstrated significant success across multiple metrics during the previous year. Our comprehensive approach to curriculum alignment, intervention support, and assessment practices yielded measurable academic gains in most areas. The CAASPP ELA scores showed continued achievement with 77.19% of students meeting or exceeding standards. Similarly, CAST Assessment data reflected continued achievement with 45.61% of students meeting or exceeding standards, validating our curriculum enhancements and the addition of new Science courses.

The Classical Academies continues to monitor student achievement in both Math and ELA through the STAR test as an organization-wide benchmark testing tool. The frequency of STAR Testing is two times per year, allowing for growth tracking of Student Growth Percentiles (SGPs) throughout the academic year. This provides a more comprehensive and timely picture of individual student progress.

The College & Career Readiness Indicator showed a 5% increase, with 63% of our students now prepared. Overall, our implementation of standards-based curriculum, intervention supports, and assessment practices has successfully advanced student achievement across most academic areas, with targeted improvements needed to enhance college and career readiness. Students are increasingly taking more Advanced Placement courses and enrolling in dual enrollment or concurrent courses. We continue to expand our offerings of dual enrollment courses.

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 the budgeted.

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

The implementation of targeted interventions and assessment strategies has proven highly effective in advancing our academic achievement goals. Our strategic shift to strengthen Tier 1 supports in class by regularly analyzing assessment data, offering more targeted Tier 2 interventions, and utilizing Tier 3 interventions has significantly enhanced the RTI support system, enabling more immediate and consistent academic assistance. This approach has contributed to the consistent achievement in both STAR Reading and CAASPP ELA scores. The effectiveness of this embedded intervention model is particularly evident in the reduction of "D's" and "F's" in core academic subjects, as students receive timely support within their regular coursework.

The implementation of benchmark exams across all disciplines has been a transformative practice that has directly contributed to increased student achievement. By administering standards-aligned benchmark assessments at key points throughout the year, teachers can evaluate students' mastery of essential standards in a comprehensive and consistent manner. These assessments provide meaningful data on student performance trends, enabling teachers and teams to identify areas of strength and learning gaps. Through structured data analysis during professional learning community meetings, teachers use benchmark results to refine instruction, adjust pacing, and design targeted interventions for students who need additional support. This collaborative process has strengthened a culture of collective responsibility and data-driven decision-making across departments. The intentional use of benchmark data to inform instruction and interventions has been

particularly impactful in science, as evidenced by 50.82% of students meeting or exceeding CAST scores, and has also contributed to consistent results in ELA achievement.

Our increased focus on CAASPP readiness through the systematic implementation of Interim Assessment Blocks (IABs) throughout the academic year has proven exceptionally valuable in preparing students for summative assessments. This practice has familiarized students with assessment formats and expectations while providing teachers with actionable data to address specific skill gaps before the official testing period. The substantial improvement in CAASPP results—particularly the 77% of students meeting or exceeding standards in ELA—demonstrates the effectiveness of this approach in building assessment literacy and content mastery.

The Math Lab initiative has emerged as a particularly effective support structure for enhancing mathematics achievement. By providing dedicated time, specialized instruction, and targeted practice opportunities, Math Lab has helped address individual student needs in mathematics. The 5.72 percentage point increase in CAASPP Math scores (from 46.34% to 52.06%) reflects the positive impact of this intervention. While STAR Math results showed 60% of students meeting their growth targets, rather than an increase, the consistency of this metric alongside improved CAASPP performance suggests that ongoing Math Lab support is building foundational skills that translate into higher achievement on standardized assessments. As we continue to refine these approaches, we anticipate further growth in mathematics performance, matching the exceptional gains observed in ELA and science achievement.

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.

Based on reflections from our prior practice and analysis of student achievement data, we have implemented a significant enhancement to our assessment approach by strategically utilizing benchmark exams at multiple points throughout the year. This adjustment allows us to more closely monitor student progress and performance trends, providing a comprehensive and timely picture of mastery of essential standards. The shift to a more intentional benchmark system enables our instructional team to identify learning gaps and growth opportunities earlier and more consistently, rather than relying primarily on end-of-year data. Through ongoing analysis of benchmark results, teachers can refine instruction, adjust pacing, and implement targeted interventions, ensuring that student needs are addressed in a timely and responsive manner.

Our PL campus has completely transitioned to the Gradient Learning program and the integrated high-quality instructional materials (HQIM). Both campuses have continued to use Illustrative Math (HQIM). The use of standards-aligned curriculum has enabled our teachers to continue improving student achievement on both the CASSPP and Star tests.

The implementation of benchmark exams at multiple points throughout the year has significantly strengthened our ability to provide targeted support to students. By administering benchmarks in the fall, winter, and spring, teachers can make timely, data-driven adjustments to instruction and intervention strategies based on current student performance rather than relying on end-of-year results. The mid-year benchmark has proven particularly valuable, as it allows teams to evaluate the effectiveness of first-semester instruction and interventions and make necessary refinements before the final months of the school year. This responsive, data-informed approach has contributed to notable improvements in student achievement, including the 9 percentage point increase in students meeting their Reading growth targets and the maintenance of strong Math performance at 60%.

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. To address 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 aligns with 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, resulting in 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 | <ul style="list-style-type: none"> Continue to evaluate and revise the school curriculum regarding the implementation of CCSS. Curriculum team to monitor progress in the implementation of CCSS. The curriculum team focuses on mastery of essential standards by reviewing data. Coaching/professional learning for site and district leadership from ANet. Professional learning for ELD providers on designated and integrated ELD strategies. | \$32,000 | Y |
| Action #1-2 | Robust Response to Intervention Program | <ul style="list-style-type: none"> RTI Specialists will provide curricular support in English Language Arts and Mathematics to address the needs of students with academic gaps, including unduplicated-count students and students with disabilities. | \$469,000 | Y |
| Action #1-3 | Universal screener and formative assessments on essential standards | <ul style="list-style-type: none"> 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 | \$25,000 | Y |
| Action #1-4 | Professional Learning for ELD Providers | <ul style="list-style-type: none"> 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. | \$1,628 | 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.

CAHS established the goal to foster respectful, collaborative, safe, and secure environments that support teaching and learning as a foundational imperative for cultivating an optimal educational experience. Recognizing that the learning environment significantly influences students' engagement, well-being, and academic achievement, our aim is to ensure that everyone in our educational community feels respected, valued, and protected. By prioritizing respect, collaboration, safety, and security, we aim to create conditions conducive to effective teaching and learning, where students can freely explore ideas, collaborate with peers, and grow intellectually, emotionally, and socially in a nurturing and secure setting.

Measuring and Reporting Results

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

| | | | | | | |
|-----------|--|--|--|--|---|---|
| Metric #1 | <p>CoVitality Student Survey</p> <p>School Connectedness</p> <p>Overall Life Satisfaction</p> | <p>CoVitality Student Survey</p> <p>PLC: Overall Life Satisfaction: 48.68 (low average)</p> <p>School Connectedness: 50.80 (average)</p> <p>Studio: Overall Life Satisfaction: 55.03 (average)</p> <p>School Connectedness: 54.61 (average)</p> | <p>CoVitality Student Survey</p> <p>PLC: Overall Life Satisfaction: 67.03 (average range)</p> <p>School connectedness: Average range</p> <p>Studio: Overall Life Satisfaction: 79.20 (average range)</p> <p>School connectedness: Average range</p> | <p>Social Emotional Screener</p> <p>PLC: 66% strongly agree/agree they feel successful at school</p> <p>62% strongly agree/agree they have a sense of belonging</p> <p>Studio: 74% strongly agree/agree they feel successful at school</p> <p>71% strongly agree/agree they have a sense of belonging</p> | <p>Increase the % of students who feel successful at school and have a sense of belonging</p> | <p>Cannot compare due to using different tools; Baseline and Year 1 used CoVitality Survey. Years 2 and 3 used the Social Emotional Screener.</p> |
|-----------|--|--|--|--|---|---|

| | | | | | |
|-----------|---|--|---|--|---|
| Metric #2 | 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 that their student feels a sense of belonging 74% reported a positive experience with customer service | To increase the % of parents with positive experiences | Cannot compare due to using different tools; questions on the survey changed between years. |
| Metric #3 | Suspension Rate 0.9% suspended for at least one day | 0.3% suspended for at least one day | 0.4% suspended for at least one day | Maintain Baseline or decrease | 0.5% decrease in suspension rate |
| Metric #4 | Graduation Rate 98.1% graduation rate | 97.4% graduation rate | 99% graduation rate | 100% graduation rate | 0.9% increase in graduation rate |

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.

The implementation of Goal #2, focused on fostering respectful, collaborative, safe, and secure environments, demonstrated significant success during the previous year through our coordinated approach to student well-being and school climate. A new SEL screener was administered to students this year. It was administered to students in March. At the PL campus, 66% strongly agree/agree they feel successful at school, and 62% strongly agree/agree they have a sense of belonging at school. At the Studio campus, 74% strongly agree/agree they feel successful at school, and 71% strongly agree/agree they have a sense of belonging at school.

These insights enabled our team to identify and prioritize specific student needs at each campus, leading to targeted interventions throughout the year.

Our Multi-Tiered Systems of Support implementation showed substantial progress, particularly through the expansion of our counseling services and collaboration of our counseling team through PLCs. The addition of a full-time counselor at the CAHS PL site significantly

enhanced our planned actions and had a measurable impact on student support, as evidenced by the notable decrease in suspension rates. Counselors focused on providing daily and ongoing direct support to students, which proved especially valuable given the increased social-emotional needs observed throughout the year. Counselors also provide targeted lessons to specific groups of students.

The implementation of Positive Behavioral Interventions and Supports (PBIS) in several classrooms at the Studio campus emerged as an additional strategy that, while not explicitly detailed in our original actions, aligned with our overall goal of creating respectful and supportive learning environments. Teachers received ongoing training and support for PBIS implementation, reflecting an adaptive approach to addressing students' behavioral needs. The Studio campus has been using 5-star to track student engagement, aiming to get 100% of students involved on campus. Similarly, the "See Something, Say Something" initiative gained momentum throughout the year, with students actively submitting weekly tips to combat bullying and harassment, demonstrating the success of our efforts to foster student agency in maintaining a positive school climate.

A notable challenge in implementation was balancing the increasing demand for direct counseling services with the planned classroom-based SEL instruction. As student needs intensified, our counseling team prioritized immediate intervention and support, necessitating adjustments to the original classroom lesson vision. Despite this challenge, the overall implementation of Goal #2 yielded significant positive outcomes, including the dramatic reduction in suspension rates while maintaining a strong graduation rate of 99%. These results suggest that our adaptive implementation approach effectively addressed the core objective of fostering respectful, collaborative, safe, and secure environments that support teaching and learning.

****Please note that a different tool has been used 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 the budgeted.

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

The specific actions implemented to foster respectful, collaborative environments have demonstrated remarkable effectiveness, particularly through teacher-led interventions and enhanced site leadership. Our staff has taken a more holistic approach by integrating social-emotional learning into daily instruction and school routines. This embedded approach has proven more effective in building student resilience and interpersonal skills in authentic contexts that resonate meaningfully with students.

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

The addition of a new Site Lead at the PL Campus is a strategic response to parent feedback that has continued to yield exceptional results. This leadership addition has made a tremendous impact on school culture by providing more immediate administrative presence, consistent communication with families, and coordinated support for teachers. The introduction of regular Parent Coffee Chats by the Site Lead has been especially positive, creating informal opportunities for families to share feedback and build relationships with school leadership. These

sessions have addressed concerns in real time and strengthened the school-home partnership, leading us to anticipate higher satisfaction scores on the upcoming parent survey.

The Site Lead's focused attention on campus climate has enabled more proactive approaches to potential issues through regular classroom visits, student check-ins, and teacher support. The combined effect of enhanced leadership and teacher-led interventions has created a comprehensive approach to school climate that addresses both systemic and classroom-level factors influencing student achievement.

The Parent Survey results showed 82% of parents found that the school meets or exceeds expectations. While this represents a different measurement approach than our baseline metrics, it provides valuable insight into areas where we can continue to enhance parent satisfaction. The addition of the Site Lead and implementation of regular Parent Coffee Chats directly respond to this feedback, aiming to address concerns and strengthen communication channels with families.

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/Screenener | <ul style="list-style-type: none"> To increase student connection on campus and a sense of belonging: Curriculum- Character Strong. All teachers have access to it The CoVitality screener is administered yearly to students Data is reviewed to determine student need | \$ 6,100 | Y |
| Action #2-2 | Multi-Tiered Systems of Support for Students | <ul style="list-style-type: none"> Counselors at the site level to provide tiered support for students Counselors to teach lessons in the classroom | \$349,000 | Y |

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.

CAHS established this goal to ensure we have quality, credentialed teachers delivering standards-aligned instruction, providing opportunities for all students to achieve high levels of learning. CAHS teachers have the highest impact on student success; therefore, ensuring our classroom environments are safe and healthy while also promoting academic excellence and social-emotional health is an ongoing goal of The Classical Academies and something CAHS is committed to. As technology evolves, CAHS aims to be at the forefront of positive, healthy integration for our students, ensuring academic integrity, student-focused learning, and quality instruction. These goals are supported by safe, healthy facilities that provide equal access to our programs for all students.

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 | Facilities are in exemplary condition | Facilities are in exemplary condition | Facilities are in exemplary condition | Increase in condition |

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.

The implementation of Goal #3, focused on aligning student learning with State-adopted standards through high-quality materials, instruction, and technology in a safe and healthy environment, has been highly successful over the past year. Our commitment to maintaining 100% high-quality credentialed teachers has been fully realized, ensuring that all students receive instruction from qualified educators who are well-prepared to deliver standards-aligned curriculum. This achievement reflects our ongoing investment in teacher recruitment, retention, and professional development, which directly supports student achievement across all academic areas.

Our facilities have consistently maintained good to excellent repair status according to the FIT Tool assessment, providing students with safe, clean, and functional learning environments that support both academic and social-emotional development. Maintaining high-quality facilities has been particularly important as we've expanded program offerings and responded to evolving student needs. Our mid-year LCAP update noted several facility enhancements, including upgrades to our AC/heating systems and the installation of clear signage to promote student health and well-being.

The implementation of safety procedures and protocols has been comprehensive, with all employees receiving appropriate training on safety measures and emergency response systems. This systematic approach to campus safety has created a secure learning environment where students and staff can focus on teaching and learning without undue concerns about physical safety. The consistent implementation of these safety measures has contributed to the positive school climate reflected in our other goal metrics.

Technology infrastructure and support have been significantly enhanced, ensuring teachers and students have access to reliable, up-to-date digital tools. Transitioning to a 1:1 Chromebook model has strengthened our ability to align student learning to State-adopted standards by ensuring equitable access to standards-aligned digital curriculum, real-time assessment tools, and differentiated instructional resources. This access enables teachers to deliver targeted, data-informed instruction while promoting a safe and structured learning environment through consistent digital platforms and monitoring systems.

Our partnership with Gradient Canvas to provide an innovative Learning Management System at the PL Campus demonstrates our commitment to exploring educational technologies that enhance instruction and directly impact student achievement and social-emotional learning. Our PL campus has also participated in an AI pilot utilizing Flint K-12 to impact the teaching and learning cycle. Teachers are using the platform to help strengthen their teaching materials and interventions. Some teachers have begun using the platform's student-facing activities to provide more targeted feedback.

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 the budgeted.

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

The specific actions implemented to support Goal #3 have proven highly effective in creating the conditions necessary for successful teaching and learning. Our focus on maintaining safe, clean, and functional school environments has directly supported student engagement and academic achievement. The facility improvements completed during the year, including additional restrooms and water bottle fill stations, have enhanced the daily experience of students and staff while addressing practical needs that impact learning readiness. These targeted facility enhancements demonstrate our responsive approach to creating learning environments that meet the diverse needs of our student population.

Employee training on safety procedures, protocols, and apps has effectively prepared our staff to maintain secure learning environments and respond appropriately to potential safety concerns. This comprehensive training has created a culture of safety awareness that permeates all aspects of school operations, from classroom management to campus supervision to emergency preparedness. The effectiveness of these safety measures is reflected in the overall positive school climate and the absence of significant safety incidents throughout the year.

Our technology initiatives have been particularly effective in enhancing instructional delivery and student engagement. The technology support provided at the site level has enabled teachers to integrate digital tools confidently into their instructional practices, creating more dynamic and responsive learning experiences for students. The successful use of various online platforms to deliver rigorous, high-quality instruction to virtual and Independent Study students, noted in our mid-year update, demonstrates the effectiveness of our technology infrastructure and support systems. The increased use of technology by students to access curricular resources has had an "extremely positive" impact, according to our mid-year assessment, validating our investment in this area.

The combined effect of these actions—maintaining quality facilities, implementing comprehensive safety measures, and enhancing technology infrastructure—has created learning environments that effectively support the delivery of standards-aligned instruction by our fully credentialed teaching staff. Maintaining 100% of high-quality credentialed teachers ensures that these environmental supports translate directly into effective classroom instruction that advances student learning across all content areas.

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.

Our implementation of Goal #3 has remained largely consistent with our original plan, with strategic enhancements made in response to emerging needs and opportunities. The partnership with Gradient Canvas for an innovative Learning Management System represents a significant enhancement to our original technology plan, providing new opportunities for personalized learning and streamlined instructional delivery. This adaptation demonstrates our commitment to continuous improvement and our willingness to explore promising innovations that align with our core educational values.

As we move forward with Goal #3, we remain committed to maintaining our high standards for teacher quality, facility maintenance, safety protocols, and technology support. The consistent achievement of 100% high-quality credentialed teachers and facilities validates our approach while encouraging continued vigilance in these critical areas. Our successful implementation of Goal #3 has laid the foundation for effective teaching and learning, directly supporting the academic achievement gains documented in our Goal #1 metrics and the positive school climate reflected in our Goal #2 outcomes.

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 | <ul style="list-style-type: none"> Maintain a safe, clean, and functional school environment, including facility maintenance and upgrades Annual employee training on safety procedures, protocols, and apps | \$471,000 | Y |
| Action #3-2 | Technology upgrade and Tech support for teachers | <ul style="list-style-type: none"> Ensure that our technology for teachers and students is upgraded and safe to use. Support teachers with tech needs at the site level. | \$384,000 | Y |

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. | 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 with standards in every classroom. At the same time, strengthening effective teaching practices—such as the teaching and learning cycle—will support teachers in meeting learners' diverse needs.

In addition, the development of aligned assessment systems will provide timely, actionable data to inform instruction, enabling educators to identify student needs early and adjust instruction 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 students 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 11: 22.48% exceeded 23.13% met 24.10% nearly met 30.29% not met | | | To increase the number of students in met or exceeded. To decrease the number of students in the not met category. | |
| Metric #2 | Essential Standards Benchmark Assessment #2 | Students taking Math 1, 2, and 3 % of students who met or exceeded Data as of 4/30 Math 1: 5.2% Math 2: 11.1% Math 3: 7.4% | | | 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 | <ul style="list-style-type: none"> ANet coach to coach/support site leaders and the central team | \$78,000 | N |
| Action #4-2 | Math professional learning and support | <ul style="list-style-type: none"> 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. | \$29,685 | 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 |
| \$788,461 | \$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 |
|---|-----------------------------|-------------------------|---|
| 4.605% | 0.00% - No Carryover | \$0.00 - No Carryover | 4.605% |

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 | <p>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.</p> | <p>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.</p> | <p>CAASPP data Star data Teaching and Learning Cycle student data Benchmark assessment data</p> |
| 2-2 | <p>Local data, including behavior referrals and student/parent survey feedback, indicate 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 underscores the need for a more coherent, systemwide framework.</p> | <p>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, individualized interventions such as small-group instruction, check-in/check-out systems, counseling supports, and behavior plans.</p> <p>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.</p> | <p>Behavior Data</p> <ul style="list-style-type: none"> • Reduction in office discipline referrals, suspensions, and behavioral incidents <p>SEL Student Survey Data</p> <ul style="list-style-type: none"> • 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 | | | |

Insert or delete rows, as necessary.

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 | 1:35 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:19 | 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 | \$ 17,534,118 | \$ 794,444 | 4.531% | 0.000% | 4.531% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Student Groups | Contributing to Improved Services? | Scopes | Unutilized Student Groups | Location | Time Span | Total Personnel | Total Non-personnel | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|-----------------|------------------------------------|------------|---------------------------|----------|-----------|-----------------|---------------------|-----------------|---------------------|
| Totals | \$ 1,736,100 | \$ 107,685 | \$ 1,628 | \$ 1,845,413.00 | \$ 1,403,685 | \$ 441,728 | | | | | | | |

| Goal # | Action # | Action Title | Student Groups | Contributing to Improved Services? | Scopes | Unutilized Student Groups | 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 High School | FY26-27 | \$ - | \$ 32,000 | \$ 32,000 | \$ - | \$ - | \$ - | \$ 32,000 | 0.000% |
| 1 | 2 | Rolust 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 High School | FY26-27 | \$ 469,000 | \$ - | \$ 469,000 | \$ - | \$ - | \$ - | \$ 469,000 | 0.000% |
| 1 | 3 | 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 High School | FY26-27 | \$ - | \$ 25,000 | \$ 25,000 | \$ - | \$ - | \$ - | \$ 25,000 | 0.000% |
| 1 | 4 | 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 High School | FY26-27 | \$ - | \$ 1,628 | \$ - | \$ - | \$ - | \$ 1,628 | \$ 1,628 | 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 High School | FY26-27 | \$ - | \$ 6,100 | \$ 6,100 | \$ - | \$ - | \$ - | \$ 6,100 | 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 High School | FY26-27 | \$ 349,000 | \$ - | \$ 349,000 | \$ - | \$ - | \$ - | \$ 349,000 | 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 High School | FY26-27 | \$ 375,000 | \$ 96,000 | \$ 471,000 | \$ - | \$ - | \$ - | \$ 471,000 | 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 High School | FY26-27 | \$ 181,000 | \$ 203,000 | \$ 384,000 | \$ - | \$ - | \$ - | \$ 384,000 | 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 High School | FY26-27 | \$ 78,000 | \$ - | \$ - | \$ 78,000 | \$ - | \$ - | \$ 78,000 | 0.000% |
| 4 | 2 | Main 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 High School | FY26-27 | \$ 29,685 | \$ - | \$ - | \$ 29,685 | \$ - | \$ - | \$ 29,685 | 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 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 |
|------------------------------|--|---|---|---|---|--|--|--------------------------|------------------|
| \$ 17,534,118 | \$ 794,444 | 4.531% | 0.000% | 4.531% | \$ 1,736,100 | 0.000% | 9.901% | Total: | \$ 1,736,100 |
| | | | | | | | | LEA-wide Total: | \$ 1,736,100 |
| | | | | | | | | 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 High School | \$ 32,000 | 0.000% |
| 1 | 2 | Robust Response to Intervention Program | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 469,000 | 0.000% |
| 1 | 3 | Universal Screener and Formative Assessment | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 25,000 | 0.000% |
| 1 | 4 | Professional Learning for ELD Providers | No | LEA-wide | | Classical Academy High School | \$ - | 0.000% |
| 2 | 1 | Student Engagement & Social Emotional Learning | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 6,100 | 0.000% |
| 2 | 2 | Multi-Tiered Systems of Support for Students | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 349,000 | 0.000% |
| 3 | 1 | Safe Environment for All | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 471,000 | 0.000% |
| 3 | 2 | Technology Upgrade and Tech Support for Learning | Yes | LEA-wide | English Learners and Foster Youth | Classical Academy High School | \$ 384,000 | 0.000% |
| 4 | 1 | Achievement Network: Professional Learning | No | LEA-wide | | Classical Academy High School | \$ - | 0.000% |

2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 1,582,400.00 | \$ 2,314,083.00 |

| 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 | \$ 109,000 | \$ 125,338 |
| 1 | 2 | Robust Response to Intervention Program | Yes | \$ 400,000 | \$ 261,722 |
| 1 | 3 | Universal screener and formative assessments on essential standards | Yes | \$ 14,000 | \$ 30,556 |
| 2 | 1 | Student Engagement & Social Emotional Learning/Screener | Yes | \$ 5,400 | \$ 5,136 |
| 2 | 2 | Multi-Tiered Systems of Support for students | Yes | \$ 182,000 | \$ 480,088 |
| 3 | 1 | Safe environment for all | Yes | \$ 397,000 | \$ 624,905 |
| 3 | 2 | Technology upgrade and Tech support for teachers | Yes | \$ 475,000 | \$ 786,338 |

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) | |
|---|---|--|---|--|---|---|---|
| \$ 788,461 | \$ 1,577,000 | 2,314,083 | \$ (737,083) | 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 of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
| 1 | 1 | Strong Tier 1 Curriculum | Yes | \$ 109,000 | \$ 125,338.00 | 0.000% | 0.000% |
| 1 | 2 | Robust Response to Intervention Program | Yes | \$ 400,000 | \$ 261,722.00 | 0.000% | 0.000% |
| 1 | 3 | Universal screener and formative assessments on essential standards | Yes | \$ 14,000 | \$ 30,566.00 | 0.000% | 0.000% |
| 2 | 1 | Student Engagement & Social Emotional Learning/Screener | Yes | \$ - | \$ 5,136.00 | 0.000% | 0.000% |
| 2 | 2 | Multi-Tiered Systems of Support for students | Yes | \$ 182,000 | \$ 480,088.00 | 0.000% | 0.000% |
| 3 | 1 | Safe environment for all | Yes | \$ 397,000 | \$ 624,905.00 | 0.000% | 0.000% |
| 3 | 2 | Technology upgrade and Tech support for teachers | Yes | \$ 475,000 | \$ 786,338.00 | 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) |
|---|---|--|---|--|---|--|--|---|
| \$ 17,122,994 | \$ 788,461 | 0.0000% | 4.605% | 2,314,083 | 0.000% | 13.514% | \$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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- 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 holistic 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

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071.5, 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 succinctly 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.

- Concluding 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 CCSP. 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 CCSP.
- **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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