

+LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Heights Charter

CDS Code: 37 68049 0127118

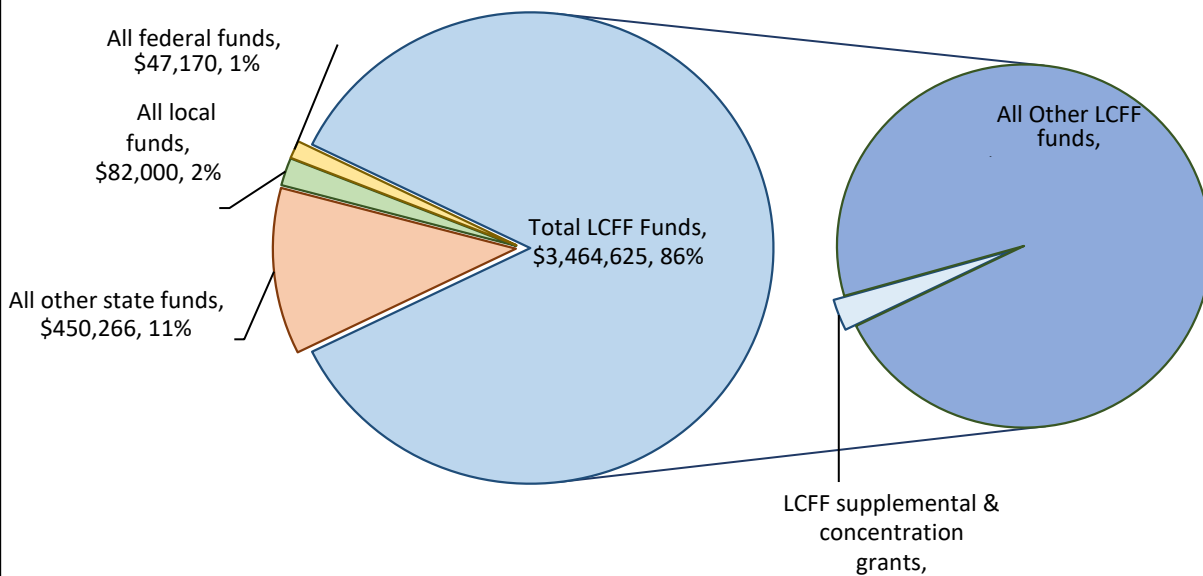
School Year: 2026-27

LEA contact information: Diana Whyte, Director, dwhyte@heightscharter.com, 619-792-9000

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

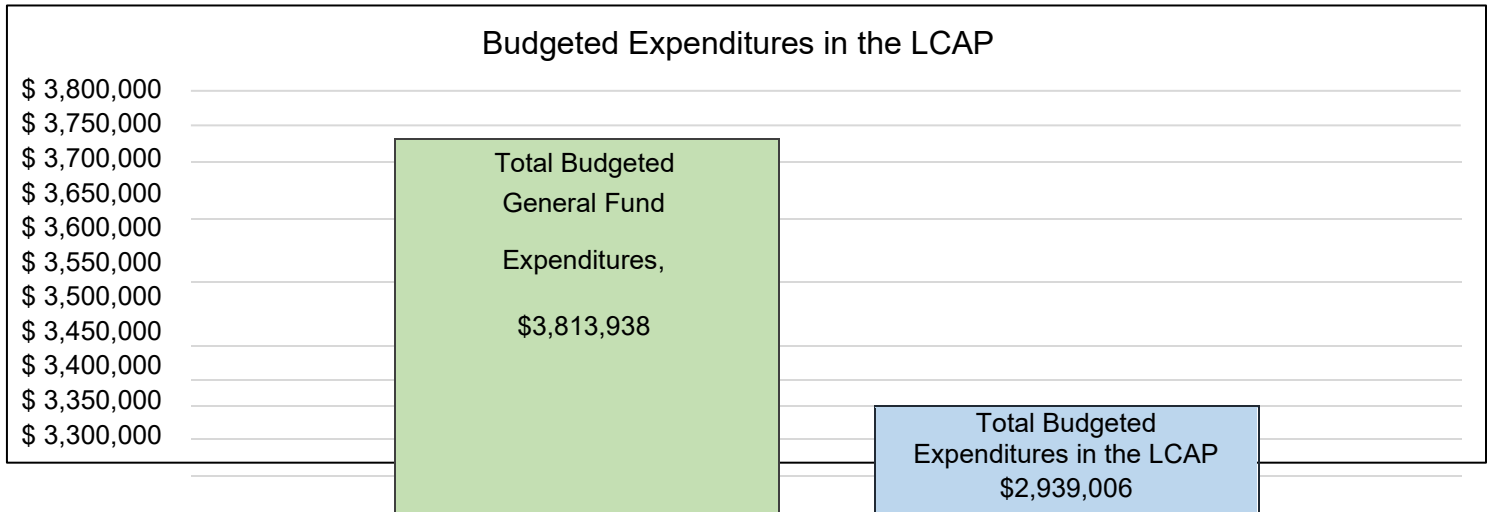


This chart shows the total general purpose revenue The Heights Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Heights Charter is \$4,044,061.00, of which \$3,464,625.00 is Local Control Funding Formula (LCFF), \$450,266.00 is other state funds, \$82,000.00 is local funds, and \$47,170.00 is federal funds. Of the \$3,464,625.00 in LCFF Funds, \$84,649.00 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 The Heights Charter 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: The Heights Charter plans to spend \$3,813,938.00 for the 2026-27 school year. Of that amount, \$2,939,006.00 is tied to actions/services in the LCAP and \$874,932.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Administration Expenses are not included in the LCAP. These include expenses for audit, legal, accounting, and district oversight.

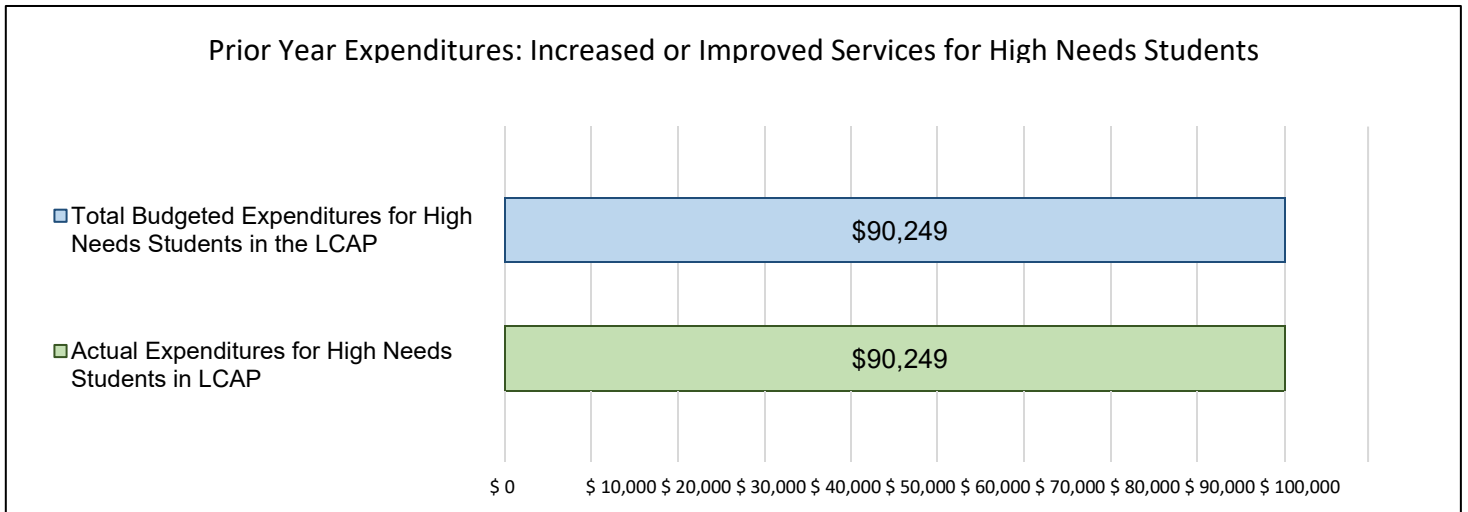
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, The Heights Charter is projecting it will receive \$84,649.00 based on the enrollment of foster youth, English learner, and low-income students. The Heights Charter must describe how it intends to increase or improve services for high needs students in the LCAP. The Heights Charter plans to spend \$84,649.00 towards meeting this requirement, as described in the LCAP.

In 2026-27, The Heights Charter will enhance its ELA and Mathematics support through targeted tutoring and specialized intervention for high-needs students. We are modernizing our curriculum with robust tools specifically curated to support English Learners and socioeconomically disadvantaged students, as well as any foster youth who may enroll. This initiative includes mandatory staff training focused on the aforementioned student populations and dedicated ELPAC preparation to improve student confidence and performance. To ensure 1:1 learning continuity, The Heights Charter will continue funding home technology access (mobile hotspots and devices). Intervention services led by content-proficient staff will be extended to all students performing below grade level, including focusing on ELs, foster youth, and socioeconomically disadvantaged students, to ensure equitable academic growth.

LCFF Budget Overview for Parents

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



This chart compares what The Heights Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Heights Charter 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, The Heights Charter's LCAP budgeted \$92,249.00 for planned actions to increase or improve services for high needs students. The Heights Charter actually spent \$90,249.00 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
The Heights Charter	Diana Whyte, Director	dwhyte@heightscharter.com , (619)792-9000

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Heights Charter is a TK-8 independent study charter school located in the rural foothills of San Diego County. We provide an alternative educational venue to families in the eastern portion of San Diego County serving families from seventeen communities that come from distances up to 30 miles away.

In school year 2025-26, 12.7% of the students were socio-economically disadvantaged and 13.7% were students with disabilities.

The Heights Charter, which operates as an independent charter school authorized by the Dehesa Elementary School District, was founded to allow each student to reach their fullest potential by developing individualized learning plans.

Reflections: Annual Performance

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

While all students are in an independent study program, The Heights' offered both on site instruction and home schooling learning tools, including multiple online learning platforms. Data is regularly analyzed to identify struggling students as quickly as possible and provide them with additional tutoring. We concentrate on basics in an attempt to maintain the learning level in the core classes.

A review of the 2025 Math and English Language Arts results per the California School Dashboard are as follows:

*SD - Socioeconomically Disadvantaged Students; SWD - Students with Disabilities

Math

All Students 10.4 DFS points, increasing 12.3 points over 2024

White 8.5 DFS points, increasing 9.2 points over 2024

Hispanic 16.4 DFS points, increasing 24.9 points over 2024

SD* 21.8 DFS points below standard, increasing 10.8 points over 2024

SWD*

12.1 DFS points, increasing 26.1 points over 2024

English Language Arts

All Students 22.9 DFS points, decreasing 1.5 points over 2024

White

19.3 DFS points, decreasing 7 points over 2024

Hispanic 31.7 DFS points, increasing 16.3 points over 2024

SD* 17 DFS points below standard, decreasing 1.4 points over 2024

SWD* 12.3 DFS points, increasing 5.3 points over 2024

The 2025 California School Dashboard shows the Chronic Absenteeism rate at 0% and Suspension Rate at 0.3%

Progress has been made in math across all subgroups. In 2026-27 struggling students will continue to receive one-on-one tutoring and small group instruction. Their progress will continue to be monitored using internal assessments to determine specific areas of difficulty and students will be targeted for educational technology programs to work on those specific areas to reinforce the tutoring and small group instruction. We are adopting the iReady online learning platform that will provide us with both diagnostic and prescriptive information to assist in targeting interventions for struggling students in the area of mathematics.

In English Language Arts, progress has been made in the subgroups of Hispanic Students and Students with Disabilities. A slight decrease was seen in All Students, but is classified as “Maintained” on the dashboard. The subgroups of White Students and Socioeconomically Disadvantaged Students decreased, but continue to be above the standard by 19.3 points and 12.3 points respectively. In 2026-27 we are adopting the iReady online learning platform that will provide us with both diagnostic and prescriptive information to assist in targeting interventions for struggling students in the area of English Language Arts.

We will be providing additional training to support staff who specifically work with ELA and Math teachers to support struggling learners in these areas.

Our testing rates were high, with participation at 99% in ELA and 98% in Math.

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
Parents	<p>An annual survey is sent electronically to all families to obtain input for the LCAP and also any other educational areas that they feel need to be addressed.</p> <p>Parent Association Advisory meetings are held on a quarterly basis to keep communication lines open throughout the year. These meetings alternate between morning and evening to accommodate working parents.</p> <p>In the fall, parents are invited to multiple back to school nights to discuss their educational goals for their child(ren) with the teachers.</p> <p>Parents receive monthly communications (at a minimum) individualized to their child outlining academic, behavior, and social growth. These communications also state the current learning goals occurring in the classes. Parents are encouraged to respond with any questions, feedback, or concerns.</p> <p>We invite all stakeholders, –including parents and guardians–to share their feedback and questions with our Leadership Team; contact details are available on our The Heights Charter website, posted at our campus entrance, and listed across our online platforms.</p>
Students	<p>Each grade level has a credentialed caseload manager who monitors student academic and socio-emotional needs. This credentialed caseload manager communicates with all families and students on their caseload regarding each student’s progress academically, socially, and behaviorally. Communication is electronic, in-person, and through phone calls.</p> <p>Students are also taught how to email their caseload teacher and subject teachers to advocate for their needs, ask questions, or to give suggestions. In addition to being taught how to email an authority figure, the upper grade students are taught how to advocate for their needs or share suggestions with the Administrative Team.</p>

A survey is distributed annually to upper grade students to obtain input for the LCAP and any other areas that they wanted to address.

Special Education Students,
Parents, Staff

IEP meetings are held on at least an annual basis with the parents or guardians (and the student if desired), giving parents or guardians, students, teachers, and administrators, an opportunity to provide input regarding the progress and needs of special education students.

Progress towards IEP goals are updated at least twice a year and parents and guardians are provided a copy. Parents and guardians are encouraged to provide feedback regarding the progress reports.

<p>Teachers</p>	<p>Regularly scheduled staff and grade level meetings are held to discuss every aspect of student life including academic growth, social growth, and behavior growth. These meetings are also an opportunity for staff to give feedback or concerns regarding any aspect of The Heights Charter.</p> <p>The Special Education Department meets with all staff on a regular basis to help identify areas of concern that might need input from our school psychologist and our education specialist.</p> <p>Teachers participate in monthly professional development activities during which they are encouraged to discuss what is working and what needs revision.</p> <p>The Administrative Team encourages the teachers to advocate for their needs, ask questions, or to give suggestions. This is encouraged through in-person discussions, emails, and/or texting. An electronic survey is distributed annually to teachers to obtain input for the LCAP and any other area that they feel needs to be addressed.</p>
<p>Administrators/Other School Personnel</p>	<p>Other school personnel and the administrators participate in monthly professional development activities during which they are encouraged to discuss what is working and what needs revision. Support staff who work with students participate in monthly staff meetings to discuss students' academic, behavior, and social growth and/or needs. This is also an opportunity for the staff to offer feedback, ask questions, or raise concerns.</p> <p>The Administrative Team encourages school personnel to advocate for their needs, ask questions, or to give suggestions. This is encouraged through in-person discussions, emails, and/or texting.</p> <p>An electronic survey is distributed annually to teachers to obtain input for the LCAP and any other area that they feel needs to be addressed.</p> <p>To ensure a data-driven and collaborative process, the leadership team convenes weekly to monitor progress, align resources, and finalize the specific actions within the LCAP.</p>

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

In the spring semester of the 2024–2025 school year, The Heights Charter administered climate surveys to parents, upper-grade students, and teachers/staff.

Parent responses indicated strong confidence in the quality of instruction and in teachers' collaboration with families to support student success. While the 2023–2024 parent survey identified bullying as a concern, the 2024–2025 survey shows that parents perceive the school's safety measures as effective, with 72.2% strongly agreeing. Upper-grade students likewise reported positively about their teachers, curriculum, and peer relationships; student results closely mirrored the parent responses.

Teacher and staff responses were generally consistent with parent and student feedback. Notable differences concerned communication and

implementation of school policies and procedures, as well as perceptions of equity in discipline and follow-through for all student groups.

Given these survey results—alongside state assessment feedback and continued parental approval of students’ academic, behavioral, and social progress—we will maintain current goals for teacher credentialing and student success without modification.

Providing every family with the parent handbook has supported more consistent implementation of school policies and procedures. Using the 2024–2025 teacher/staff survey data, we will implement an updated PBIS framework across all grades in 2025–2026 to strengthen equity and increase support for teachers and staff.

Input from educational partners informed academic strategies designed to meet each student’s academic and socio-emotional needs. These influences are reflected in classroom instruction, lesson planning, intervention programs, and the professional development provided to staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A Director with at least 10 years of experience in education will oversee the teaching staff and provide support as necessary.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1. Basic Services

An explanation of why the LEA has developed this goal.

The Heights Charter wants to ensure all students are provided a quality education by qualified teachers who are under the supervision of an experienced director.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teacher credentials	During 2023/24, 100% of Teachers had the proper credential and were appropriately assigned	During 2024/25, 100% of Teachers had the proper credential and were appropriately assigned. Two of	During 2025/26, 100% of teachers had the proper credential and were appropriately assigned. One	100% of Teachers will have the proper credential and be appropriately assigned	No Difference, Target was met

			the teachers had Temporary County EL Certificates.	teacher had the Temporary County EL Certificate.		
--	--	--	--	--	--	--

Goal Analysis for 2025-26

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

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

All teachers had the appropriate credentials to teach core subjects. Our current director has at least 10 years of experience in education.

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.

There were no material differences.

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

Actions taken in prior years helped us meet this goal. We continue to maintain it: all teachers hold required certifications and the Director meets the necessary experience qualifications. Our out-of-state teacher has passed Tests 1 and 2 and is currently taking Test 3 for EL certification.

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.

Two teacher openings that we needed to fill for the 2026-27 school year were advertised early and the job descriptions were rewritten to maximize teacher interest.

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

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Teaching Staff	The Heights will employ a teaching staff that is properly credentialed and assigned for the classes being taught, per Ed Code.	\$1,647,901	No
2	Teacher Credentialing/Assignment	Upon hiring, and annually thereafter, The Heights Charter will verify the status of all teachers' credentials through the Commission on Teacher Credentialing state website. Credentials will be compared with current teaching assignments to ensure compliance.	\$9,388	No
3	Qualified Director	Director salaries in the community will be monitored annually to ensure the school is offering a competitive salary that will allow it to retain/attract an experienced, competent Director.	\$154,226	No

Goal

Goal #	Description	Type of Goal
2	Student achievement and outcomes will improve annually.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 4. Student Achievement

Priority 5. Student Engagement

Priority 6. School Climate

Priority 7. Course Access

An explanation of why the LEA has developed this goal.

The Heights Charter feels it is of primary importance to ensure all students in all groups obtain the knowledge and social skills necessary to be successful in their lives. All students should stay on track academically by advancing at least one year in proficiency in the core subjects of English Language Arts and Mathematics to ensure a smooth transition into high school. We feel it is important to give each student a well-rounded education, which will include social studies to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It will also include science to encourage curiosity, an attitude of discovery, and a desire to seek the truth. Each student will participate in at least one extracurricular activity, which will allow them to interact with fellow students and develop social skills, as well as explore different interests.

As an independent study school, each child will be evaluated individually to determine their needs. It is our goal to ensure special services will be provided to students as needed. This will include children who are determined to have special needs, children who are struggling or behind academically, English learners, and children from low socio-economic families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP, ELA	<ul style="list-style-type: none"> - All students: Green, 24.4 - White students: Green, 26.3 - Hispanic students: 15.4, above state average - SD: -15.6, above state average - SWD: 7, above state average 	<ul style="list-style-type: none"> - All students: Green, 22.9 - White students: Green, 19.3 - Hispanic students: 31.7, above state average - SD: -17, above state average - SWD: Green, 12.3, above state average 	Not Applicable	<ul style="list-style-type: none"> - All students: Maintain a Dashboard performance level of at least green by achieving a DFS of at least ten (10) - White students: Maintain a Dashboard performance level of at least green by achieving a DFS of at least ten (10) - Hispanic students: Maintain a DFS above the state average for Hispanic students - Socioeconomically Disadvantaged students (SD): Maintain a DFS above the state average for Socioeconomically Disadvantaged students - Students with Disabilities (SWD): Maintain a DFS above the state average for Students with Disabilities 	<ul style="list-style-type: none"> - All students: -1.5 - White students: -7 - Hispanic students: 16.3 - SD: -1.4 - SWD: 5.3

2	CAASPP, Math	<p>- All students: Green, -1.9</p> <p>- White students: Green, -0.7</p> <p>- Hispanic students: -8.4, above state average</p> <p>- SD: -32.5, above state average</p> <p>- SWD: -13.9, above state average</p>	<p>- All students: Green, 10.4</p> <p>- White students: Green, 8.5</p> <p>- Hispanic students: 16.4, above state average</p> <p>- SD: -21.8, above state average</p> <p>- SWD: Blue, 12.1, above state average</p>	Not Applicable	<p>- All students: Maintain a Dashboard performance level of at least green by achieving a DFS of at least zero (0)</p> <p>- White students: Maintain a Dashboard performance level of at least green by achieving a DFS of at least zero (0)</p> <p>- Hispanic students: Maintain a DFS above the state average for Hispanic students</p> <p>- Socioeconomically Disadvantaged students (SD): Maintain a DFS above the state average for Socioeconomically Disadvantaged students</p> <p>- Students with Disabilities (SWD): Maintain a DFS above the state average for Students with Disabilities</p>	<p>- All students: 12.3</p> <p>- White students: 9.2</p> <p>- Hispanic students: 24.9</p> <p>- SD: 10.8</p> <p>- SWD: 26.1</p>
3	Suspension Rate	<p>- All students: Green, 0.3%</p> <p>- White students:</p>	<p>- All students: Blue, 0%</p> <p>- White students:</p>	Not Applicable	<p>- All students: Maintain a Dashboard performance level of at</p>	<p>- All students: minus 0.3%</p> <p>- White students:</p>

		<p>Green, 0.4%</p> <ul style="list-style-type: none"> - Hispanic students: Blue, 0% - SD: Blue, 0% - SWD: Blue, 0% - 2+Races: 0%, below the state average 	<p>Blue, 0%</p> <ul style="list-style-type: none"> - Hispanic students: Blue, 0% - SD: Blue, 0% - SWD: Blue, 0% - 2+Races: 0%, below the state average 		<p>least green or blue</p> <ul style="list-style-type: none"> - White students: Maintain a Dashboard performance level of at least green or blue - Hispanic students: Maintain a Dashboard performance level of at least green or blue - Socioeconomically Disadvantaged students SD): Maintain a Dashboard performance level of at least green or blue - Students with Disabilities (SWD): Maintain a Dashboard performance level of at least green or blue - Two or More Races (2+Races): Maintain a suspension rate below the state average. 	<p>minus 0.4%</p> <ul style="list-style-type: none"> - Hispanic students: No change - SD: No change - SWD: No change - 2+Races: No change
4	Broad course of study	All students, including all student groups, were enrolled in a broad course of study including programs and services to support and accelerate all students in 2023/24	All students, including all student groups, were enrolled in a broad course of study including programs and services to support and accelerate all students in 2024/25	Not Applicable	All students, including all student groups, will be enrolled in a broad course of study including programs and services to support and accelerate all students.	No Difference, Target was met
5	Attendance rate	The P1 ADA for 2023/24 was 98.6%	The P1 ADA for 2024/25 was 98.3%	Not Applicable	ADA will be at least 95%	ADA decreased .3%. Still exceeds target outcome.

6	EL Reclassification rate	N/A, fewer than 11 ELs	N/A, fewer than 11 ELs	Not Applicable	ELs who score level four (4) on the ELPAC will be reclassified within twelve (12) months. ELs who score level three (3) on the ELPAC will be reclassified within twenty four (24) months.	Not Applicable
7	CAST, Science	N/A	N/A	<ul style="list-style-type: none"> - All students: Green, 61.8 - White students: Green, 62.5 - Hispanic students: N/A - SD: N/A - SWD: N/A 	<ul style="list-style-type: none"> - All students: Improve performance until a Dashboard performance level of at least green is achieved, or score above the state average - White students: Improve performance until a Dashboard performance level of at least green is achieved, or score above the state average - Hispanic students: Maintain a Dashboard performance level above the state average for Hispanic students - Socioeconomically Disadvantaged students (SD): Maintain a Dashboard 	N/A

					<p>performance level above the state average for Socioeconomically Disadvantaged students</p> <p>- Students with Disabilities (SWD): Maintain a Dashboard performance level above the state average for Students with Disabilities</p>	
8	ELPAC (ELPI)	N/A	N/A	N/A	The percentage of English Learners who make progress toward English proficiency, as measured by the ELPI, will increase annually until it equals at least the state average.	N/A
9	Chronic Absenteeism	<p>- All students: Blue, 0%</p> <p>- White students: Blue, 0%</p> <p>- Hispanic students: Blue, 0%</p> <p>- SD: Blue, 0%</p> <p>- SWD: Blue, 0%</p> <p>- 2+Races: 0%, below the state average</p>	<p>- All students: Blue, 0%</p> <p>- White students: Blue, 0%</p> <p>- Hispanic students: Blue, 0%</p> <p>- SD: Blue, 0%</p> <p>- SWD: Blue, 0%</p> <p>- 2+Races: 0%, below the state average</p>	TBD	<p>- All students: Maintain a Dashboard performance level of at least green or blue</p> <p>- White students: Maintain a Dashboard performance level of at least green or blue</p> <p>- Hispanic students: Maintain a Dashboard performance level of</p>	No change

					<p>at least green or blue</p> <p>- Socioeconomically Disadvantaged students (SD): Maintain a Dashboard performance level of at least green or blue</p> <p>- Students with Disabilities (SWD): Maintain a Dashboard performance level of at least green or blue</p> <p>- Two or More Races (2+Races): Maintain a Chronic Absenteeism rate below the state average</p>	
10	Middle school dropout rate	0%	0%	0%	The Heights Charter will maintain a middle school dropout rate of zero percent (0%)	No change
11	Expulsion rate	0%, below state average (per 2023-24 SARC)	0%, below state average (per 2024-2025 SARC)	0%, below state average (per 2025-2026 SARC)	The Heights will maintain an expulsion rate that is below the state average.	No change
12	NWEA MAP, Reading	From 2023 to 2024, 6 out of 7 grade level student groups showed typical growth or above in reading within one standard deviation, as measured by a local assessment,	From 2024 to 2025, 7 out of 9 grade level student groups showed typical growth or above in reading within one standard deviation as measured by a local assessment,	From 2025 to 2026, 10 out of 10 grade level student groups showed typical growth or above in reading within one standard deviation as measured by a	80% of students enrolled at The Heights Charter in grades 1-8, including all grade level student groups, will show typical growth or above in reading within one standard	Increased 15% from baseline. Target goal met and exceeded.

		which is currently the NWEA MAP	which is currently the NWEA MAP	local assessment, which is currently the NWEA MAP	deviation as measured by a local assessment which is currently the NWEA MAP which uses the Conditional Growth Index (“CGI”).	
13	NWEA MAP, Math	From 2023 to 2024, 6 out of 7 grade level student groups showed typical growth or above in math within one standard deviation, as measured by a local assessment, which is currently the NWEA MAP	From 2024 to 2025, 6 out of 9 grade level student groups showed typical growth or above in math within one standard deviation, as measured by a local assessment, which is currently the NWEA MAP	From 2025 to 2026, 9 out of 10 grade level student groups showed typical growth or above in math within one standard deviation, as measured by a local assessment, which is currently the NWEA MAP. One group showed 0.9 growth.	80% of students enrolled at The Heights Charter in grades 1-8, including all grade level student groups, will show typical growth or above in math within one standard deviation as measured by a local assessment which is currently the NWEA MAP which uses the Conditional Growth Index (“CGI”).	Increased 5% from baseline. Target goal met and exceeded.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

- Planned actions were carried out as intended: targeted individual interventions and tutoring were provided for students identified below grade level in ELA and math; all students were enrolled in social studies and science; and extracurricular offerings were available to promote social skills.
- A peer tutoring program was implemented in which middle school students worked with kindergarten through second-grade students on math practice, sight words, and letter/sound identification. This program supplemented adult-led interventions and provided peer modeling and additional practice time.
- Administration and special education staff monitored reading levels and sight-word progress for primary grades throughout the year. They

collaborated with classroom teachers to deliver small-group and individual, research-based interventions for students identified as below level in reading or math.

- Support staff received training on the research-based programs used districtwide so interventions were implemented with fidelity.
- Leadership and teacher teams met monthly to review caseloads and identify students at risk of not achieving the targeted one-year proficiency gain. Teams discussed additional strategies and resources, and held multiple Student Success Team (SST) meetings to determine whether formal special education evaluation and support were needed. Appropriate support was provided as required during the 2025–26 school year.

Successes and impacts

- Regular progress monitoring allowed early identification of students not making expected gains and timely adjustments to interventions.
- The peer tutoring program produced increased practice opportunities and positive social interactions for primary students; middle school tutors developed leadership skills.
- Training for support staff improved consistency of intervention delivery and use of research-based strategies.
- Monthly caseload reviews and SST meetings strengthened cross-team communication and led to prompt referrals for additional evaluation or support when needed.

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.

There were no material differences.

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

The actions taken so far have been effective in making progress toward this 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.

Difficulties measuring the goal, however, led us to rethink it for the next 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
1	Individual Tutoring	Provide individual tutoring to students who are struggling academically. LREGB Funds will be used to hire an intervention aide whose main focus will be Math tutoring, to fund additional hours for two teachers to enable them to provide high dose after school tutoring, and to provide tutoring by the Math intervention aide during the summer.	\$418,766	Yes
2	Special Education Students	Employ an educational specialist, psychologist, and special education aides. Contract with outside vendors to provide special services as indicated on student IEPs. Remain a member of El Dorado Charter SELPA to obtain support for the special education programs.	\$335,105	No
3	Extracurricular Activities	Employ staff to provide extracurricular activities such as art, gardening, drama, and yearbook production to promote teamwork and the development of social skills.	\$163,063	No
4	Individualized Learning Plan	Once admitted, all students will be assessed and interviewed. An individual learning plan will be developed for each student to best optimize their learning experience.	\$26,372	Yes
5	NWEA MAP Growth Testing Software	Renew the software license for NWEA MAP Growth testing software to monitor the academic progress of students throughout the year.	\$4,510	No
6	Student Rosters	Employ an administrative assistant whose duties will include maintaining a daily list of students attending learning labs.	\$2,328	No
7	Positive Behavioral Interventions and Support	Use PBIS to encourage student engagement in learning activities and appropriate social behavior while at the learning center.	\$6,500	No
8	At Risk Youth	Low income students, students in foster care, and students experiencing homelessness will be supported by providing scholarships for field trips, a healthy meal each day, healthy snacks as needed, and supplies to complete school work at home.	\$1,000	Yes

Goal

Goal #	Description	Type of Goal
3	All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curriculum in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1. Basic

Priority 2. Implementation of State Standards

Priority 5. Student Engagement

Priority 7. Course Access

An explanation of why the LEA has developed this goal.

As an independent study school, The Heights Charter feels it is imperative to keep students engaged in order to optimize the enjoyment and effectiveness of their learning experience, thereby motivating them to learn. We feel it is important to offer a variety of instructional methods in order to cater to the needs of the individual student. Standards aligned textbooks are provided to all children. In addition, several online learning platforms are provided through licensing agreements. This allows the student to find the combination of instructional methods that best fit their learning style.

Parents have expressed a desire to have events that build social skills. We feel this is best accomplished through a combination of field trips and extracurricular activities. These provide an opportunity for the students to not only learn but to interact in an entertaining environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Textbook inventory	During 2023/24 All students had access to standards aligned textbooks in all core classes.	During 2024/25 All students had access to standards aligned textbooks in all core classes.	During 2025/26 All students had access to standards aligned textbooks in all core classes.	All students will have access to standards aligned textbooks in all core classes	No Difference, Target was met

2	Online learning program licenses purchased	In 2023/24, The Heights purchased 19 licenses for the following online learning software: Get More Math, Word Voyage, Lexia, RAZ Kids A-Z, Science A-Z, Writing A-Z, Vocabulary A-Z, SplashLearn, XtraMath, PebbleGo, ReadWorks, Generation Genius, Mystery Science, Quizlet, Learning Ally, and Literably, Mystery Science, Google Classroom, Times Tales.	In 2024/25, The Heights purchased 19 licenses for the following online learning software: Get More Math, Word Voyage, Lexia, RAZ Kids A-Z, Science A-Z, Writing A-Z, Vocabulary A-Z, SplashLearn, XtraMath, PebbleGo, ReadWorks, Generation Genius, Mystery Science, Quizlet, Learning Ally, and Literably, Mystery Science, Google Classroom, Times Tales.	In 2025/26, The Heights purchased 19 licenses for the following online learning software: Get More Math, Word Voyage, Lexia, RAZ Kids A-Z, Science A-Z, Writing A-Z, Vocabulary A-Z, SplashLearn, XtraMath, PebbleGo, ReadWorks, Generation Genius, Mystery Science, Quizlet, Multitudes, and Literably, Mystery Science, Google Classroom, Times Tales.	At least eight online learning programs will be made available to students for use in the learning center and at home	No Difference, Target was met
3	Field Trip logs	During 2023/24, seven field trips were offered as well as 6 th and 8 th Grade camp.	During 2024/25, five field trips were offered as well as 6 th and 8 th Grade camp.	During 2025/26, eleven field trips were offered as well as an outdoor education camp for 6th graders.	At least five field trips will be offered	Five field trips were offered during the 2024/25 school year, compared to seven in the 2023/24 school year. This still meets the target goal of five.
4	Extracurricular Club logs	During 2023/24 Choir and Drama were offered	During 2024/25 Drama classes with musical elements were offered to all onsite students. Musical instrument instruction was offered to grades 6 through 8.	During 2025/26 Drama classes with musical elements were offered to all onsite students. Musical instrument instruction was offered to grades 6 through 8.	At least three extracurricular clubs will be offered	Choir was not offered in 2024/25 due to a lack of qualified teaching staff. Musical instrument instruction was added to mitigate this change. We

						will continue to search for teachers qualified to provide quality extracurricular activities for the students.
5	Sign in logs for professional development	Teachers were offered monthly professional development activities specializing in addressing the social and emotional needs of students including problem resolution as outlined in Love & Logic and anti-bullying.	Teachers were offered bi-monthly professional development activities specializing in addressing the social and emotional needs of students including problem resolution as outlined in Love & Logic and anti-bullying.	Teachers were offered bi-monthly professional development activities specializing in addressing the social and emotional needs of students including problem resolution as outlined in Love & Logic and anti-bullying.	Monthly professional development sessions will be given. Content will reflect needs identified through annual School Climate Survey as well as student test scores.	Professional Development was changed to bi-monthly.
6	Access to standards- aligned instructional materials.	100% (per SARC)	100% (per SARC)	100% (per SARC)	All students enrolled at THC, including all student groups, will have access to standards- aligned instructional materials.	No Difference, Target was met
7	Professional Development for teachers	During the 2023/24 school year 20 professional development meetings were held with Heights Charter staff.	During 2024/25 school year 17 professional development meetings were held with Heights Charter staff.	During 2025/26 school year 22 professional development meetings were held with Heights Charter staff.	All students enrolled at THC will be instructed by teachers who participate in schoolwide Professional Development that focuses on the implementation of	No Difference, Target was met

					the State Standards for all core subjects. Students who choose to fully home school will have bi-weekly meetings with a fully credentialed teacher, who has participated in the professional development, to further oversee the meeting of the State Standards.	
--	--	--	--	--	--	--

Goal Analysis for 2025-26

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

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

We were unable to provide all of the extracurricular activities we have provided in the past due to the lack of availability of credentialed teachers qualified to offer these activities.

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.

There were no material differences.

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

We were unable to offer Choir Club due to the lack of qualified teachers in this area. Our school already provides gardening, engineering, music, drama, art, and culinary to our students during the school day on site.

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.

After school extracurricular activities were limited to drama. Musical elements were incorporated into the classroom musical dramas. We will continue to offer a multitude of extracurricular activities within the school day on site.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Textbooks	Purchase standards aligned textbooks as necessary based on annual inventory	\$101,000	No
2	Online Learning Software	Based on teacher and student reviews, renew licenses for effective online learning software and replace non-effective software.	\$31,490	No
3	Field Trips & Clubs	Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills. Annually review offerings based on teacher, parent, and student review and revise as indicated.	\$25,000	No
4	Professional Development	Offer teachers monthly professional development specializing in addressing the social and emotional needs of students. This is designed to address student and parent input regarding interaction with adults at the school.	\$9,000	No

Goal

Goal #	Description	Type of Goal
4	Involve parents in the education of their children through the use of parent meetings, sending out annual needs-assessment surveys, monthly calendars detailing events, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips. The parent handbook will be distributed at the beginning of the school year to ensure parents are aware of expectations.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 3. Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

The Heights Charter works to maintain a two-way communication with parents regarding their student's education, keeping them informed of both strengths and weaknesses. We also ask for input from parents regarding what is working for their student, what could use improvement, and changes they think would be beneficial to the learning environment. We provide several avenues through which this communication can occur. We feel parent participation is an integral part of the student's success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Monthly Activity/Event Calendars and Facebook Notices & Reminders as needed, distribution of Parent Handbook at the beginning of the school year	Monthly event/activity calendars were sent to parents during 2023/24. Teachers sent emails to each family on a monthly basis.	Monthly event/activity calendars were sent to parents during 2024/25. Teachers sent emails to each family on a monthly basis.	Monthly event/activity calendars were sent to parents during 2025/26. Teachers sent emails to each family on a monthly basis.	At least eight monthly activity/event calendars will be sent home electronically. Facebook reminders will be posted as needed. The parent handbook will be distributed at the beginning of the school year.	No Difference, Target was met
2	Parent Meeting logs	In 2023/24 4 parent meetings were held	In 2024/25 4 parent meetings were held	In 2025/26 4 parent meetings were held	At least 4 parent meetings will be held annually at varying times during the day to accommodate working families.	No Difference, Target was met
3	Board member roster	During 2023/24 there were four parents on the board.	During 2024/25 there were four parents on the board.	During 2025-26 there were four parents on the board.	At least two parents will be on the board	No Difference, Target was met
4	Tabulation of Survey Results	The school climate survey was sent to all educational	The school climate survey was sent to all educational	The school climate survey was sent to all educational	An annual survey will be provided to the education	No Difference, Target was met

		partners in the Spring of 2024. Results were analyzed for areas needing improvement.	partners in the Spring of 2025. Results were analyzed for areas needing improvement.	partners in the Spring of 2026. Results were analyzed for areas needing improvement.	partners to obtain their feedback regarding the strengths and weaknesses of the school.	
--	--	--	--	--	---	--

Goal Analysis for 2025-26

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

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

Along with the Parent Association meetings, school board meetings, and monthly communiqués from teachers, we also have an Orientation/Meet the Teacher event before classes resume, a Back to School Night (one for primary grades and one for upper grades), and a charter Facebook account/forum. Drama performances are held in the evening so that all parents can attend, and grade level presentations are open to parents. Parents are encouraged to volunteer, with many assisting in a variety of tasks.

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.

There were no material differences.

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

We continue to encourage families to participate in school activities and give parents a voice. These actions have been effective.

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

We have purchased a program that allows the school to have all-school texting capabilities. Not only is this available for an emergency situation, but we also use it to remind/communicate with parents about important dates and activities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monthly Calendar	Parents will be kept informed on school activities and events through the publication of a monthly calendar which is distributed through email. Paper copies are sent home for families that prefer hard copies.	\$1,100	No
2	School Climate Survey	Parents, along with Teachers and Students, will be asked to complete a school climate survey annually. These surveys will be reviewed to see if there are areas that need adjustments	\$400	No
3	Parent Meetings	Parent meetings will be held at least four times a year. They will be held during the day and in the evening to accommodate the various schedules of the families. Parents will be given a summary of what is going on at the school and will be given an opportunity to ask questions and give input.	\$400	No
4	Parent Handbook	Parent Handbook will be distributed at the beginning of the school year.	\$400	No
5	Report Cards	Report cards and test results will be mailed to parents/guardians to keep parents informed of their student's academic progress.	\$1,056	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$90,249	\$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
100%	0%	\$0	100%

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
3.1	Provide individual tutoring for students who are struggling academically.	This helps all students that are struggling academically by providing them with additional individual assistance. Due to the size of the school, resources are shared.	MAP and CAASPP Test Results
3.4	Individualized Learning Plan	Students are assessed at the beginning of the school year and an individualized learning plan is developed to help each student succeed.	MAP and CAASPP Test Results

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.8	Scholarships for low income students which will allow them to participate in field trips etc with their peers.	This addresses the social needs of low income students, allowing them to feel included in school activities.	Field Trip Attendance Logs
3.8	Provide tutoring and academic interventions for English Learner (EL) students on a regularly scheduled basis.	This additional assistance helps the students attain academic success and become reclassified as Fluent English Proficient.	MAP and Summative ELPAC Results
3.8	Continue to monitor students who have been exited from English Learner (EL) status and have been reclassified to Fluent English Proficient (RFEP) status.	This is to ensure these students continue to succeed academically. During this time, we monitor the students' academic progress and provide support and interventions for those who are not meeting their goals and grade-level content standards.	MAP and CAASPP Test Results

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.

Not Applicable

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.

Not Applicable

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,379,976	\$ 84,649	2.504%	0.000%	2.504%	\$ 384,099	0.000%	11.364%	Total:	\$ 384,099
								LEA-wide Total:	\$ 384,099
								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	Teaching Staff	No	LEA-wide		Main	\$ -	0.000%
1	2	Teacher Credentialing/ Assignment	No	LEA-wide		Main	\$ -	0.000%
1	3	Qualified Director	No	LEA-wide		Main	\$ -	0.000%
2	1	Individual tutoring	Yes	LEA-wide	All	Main	\$ 357,868	0.000%
2	2	SpedEd students	No	LEA-wide		Main	\$ -	0.000%
2	3	Extracurricular activities	No	LEA-wide		Main	\$ -	0.000%
2	4	Individualized learning plan	Yes	LEA-wide	All	Main	\$ 25,273	0.000%
2	5	NWEA Map	No	LEA-wide		Main	\$ -	0.000%
2	6	Student rosters	No	LEA-wide		Main	\$ -	0.000%
2	7	Positive behavior	No	LEA-wide		Main	\$ -	0.000%
2	8	At risk youth	Yes	LEA-wide	Foster/Low-Income	Main	\$ 958	0.000%
3	1	Access to textbooks	No	LEA-wide		Main	\$ -	0.000%
3	2	Online learning software	No	LEA-wide		Main	\$ -	0.000%
3	3	Field trips & clubs	No	LEA-wide		Main	\$ -	0.000%
3	4	Professional development	No	LEA-wide		Main	\$ -	0.000%
4	1	Monthly newsletter	No	LEA-wide		Main	\$ -	0.000%
4	2	School climate survey	No	LEA-wide		Main	\$ -	0.000%
4	3	Parent meetings	No	LEA-wide		Main	\$ -	0.000%
4	4	Parent handbook	No	LEA-wide		Main	\$ -	0.000%
4	5	Report cards	No	LEA-wide		Main	\$ -	0.000%
							\$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,480,916.00	\$ 3,751,905.00

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	Teaching Staff	No	\$ 1,576,753	\$ 1,703,348
1	2	Teacher Credentialing/ Assignment	No	\$ 9,048	\$ 9,526
1	3	Qualified Director	No	\$ 184,605	\$ 182,800
2	1	Adequate Facilities	No	\$ 411,344	\$ 412,340
2	2	Facility Maintenance	No	\$ 184,516	\$ 344,139
2	3	Adequate Inventory	No	\$ 64,000	\$ 953
3	1	Individual Tutoring	Yes	\$ 459,181	\$ 444,075
3	2	Special Education Students	No	\$ 312,651	\$ 308,947
3	3	Extracurricular Activities	No	\$ 145,656	\$ 145,450
3	4	Individualized Learning Plan	Yes	\$ 32,395	\$ 33,089
3	5	NWEA MAP Growth Testing Software	No	\$ 4,510	\$ 4,510
3	6	Student Rosters	No	\$ 2,276	\$ 2,274
3	7	Positive Behavioral Interventions and Support	No	\$ 11,500	\$ 11,500
3	8	At Risk Youth	Yes	\$ 1,500	\$ 1,500
4	1	Access to Textbooks	No	\$ 1,000	\$ 70,625
4	2	Online Learning Software	No	\$ 25,490	\$ 30,899
4	3	Field Trips & Clubs	No	\$ 22,250	\$ 12,444
4	4	Professional Development	No	\$ 28,500	\$ 29,730
5	1	Monthly Newsletter	No	\$ 1,500	\$ 1,500
5	2	School Climate Survey	No	\$ 400	\$ 400
5	3	Parent Meetings	No	\$ 400	\$ 400
5	4	Parent Handbook	No	\$ 400	\$ 400
5	4	Report Cards		\$ 1,041	\$ 1,056

2026-27 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)
\$ -	\$ 384,099	\$ -	\$ 384,099	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Teaching Staff	No	\$ -	\$ -	0.000%	0.000%
1	2	Teacher Credentialing/ Assignment	No	\$ -	\$ -	0.000%	0.000%
1	3	Qualified Director	No	\$ -	\$ -	0.000%	0.000%
2	1	Individual tutoring	Yes	\$ 357,868		0.000%	0.000%
2	2	SpedEd students	No	\$ -	\$ -	0.000%	0.000%
2	3	Extracurricular activities	No	\$ -	\$ -	0.000%	0.000%
2	4	Individualized learning plan	Yes	\$ 25,273		0.000%	0.000%
2	5	NWEA Map	No	\$ -	\$ -	0.000%	0.000%
2	6	Student rosters	No	\$ -	\$ -	0.000%	0.000%
2	7	Positive behavior	No	\$ -	\$ -	0.000%	0.000%
2	8	At risk youth	Yes	\$ 958		0.000%	0.000%
3	1	Access to textbooks	No	\$ -	\$ -	0.000%	0.000%
3	2	Online learning software	No	\$ -	\$ -	0.000%	0.000%
3	3	Field trips & clubs	No	\$ -	\$ -	0.000%	0.000%
3	4	Professional development	No	\$ -	\$ -	0.000%	0.000%
4	1	Monthly newsletter	No	\$ -	\$ -	0.000%	0.000%
4	2	School climate survey	No	\$ -	\$ -	0.000%	0.000%
4	3	Parent meetings	No	\$ -	\$ -	0.000%	0.000%
4	4	Parent handbook	No	\$ -	\$ -	0.000%	0.000%
4	5	Report cards	No	\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the 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 CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

