

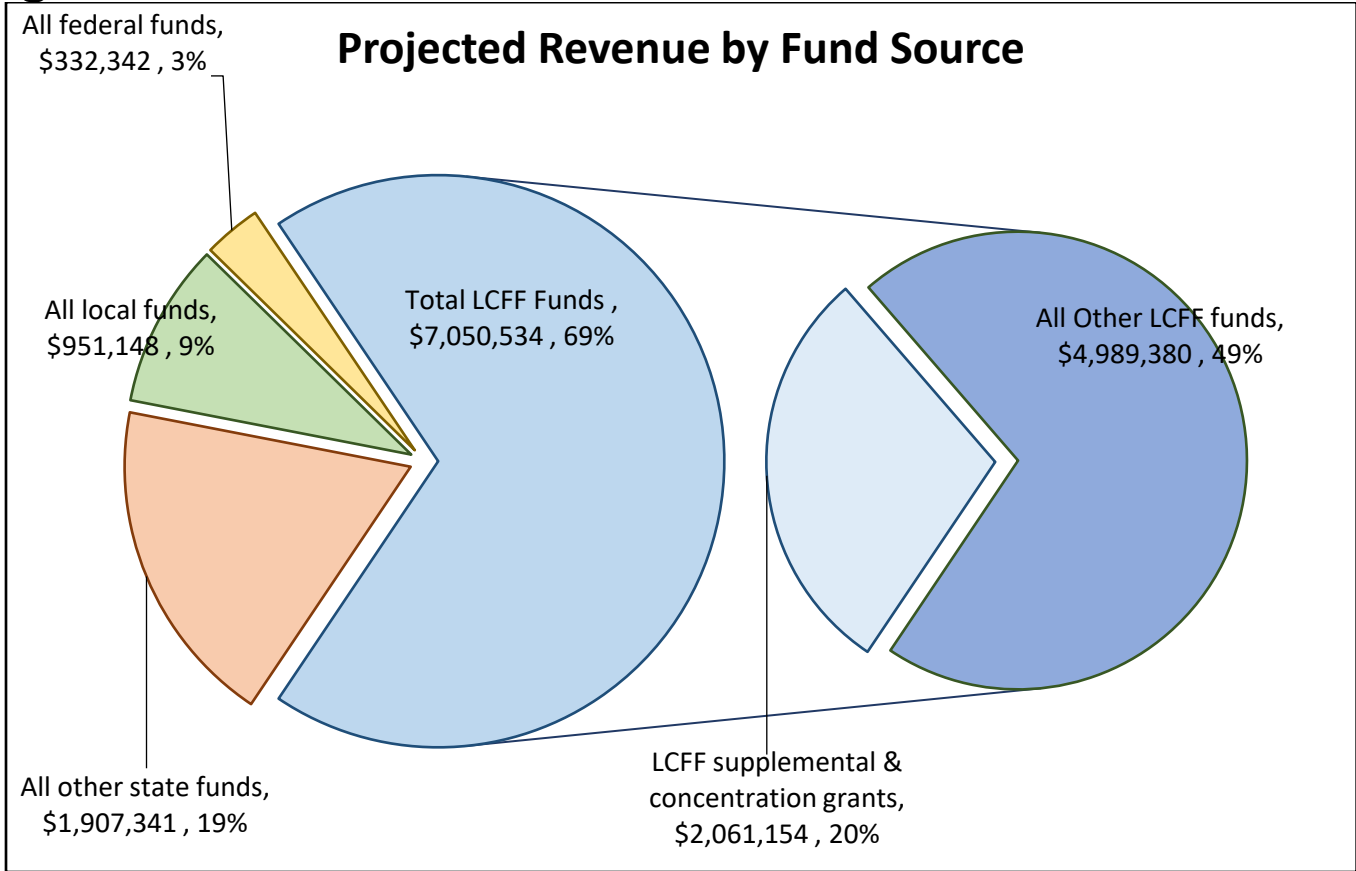


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Higher Learning Academy
CDS Code: 34765050113878
School Year: 2025-26
LEA contact information:
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Principal
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

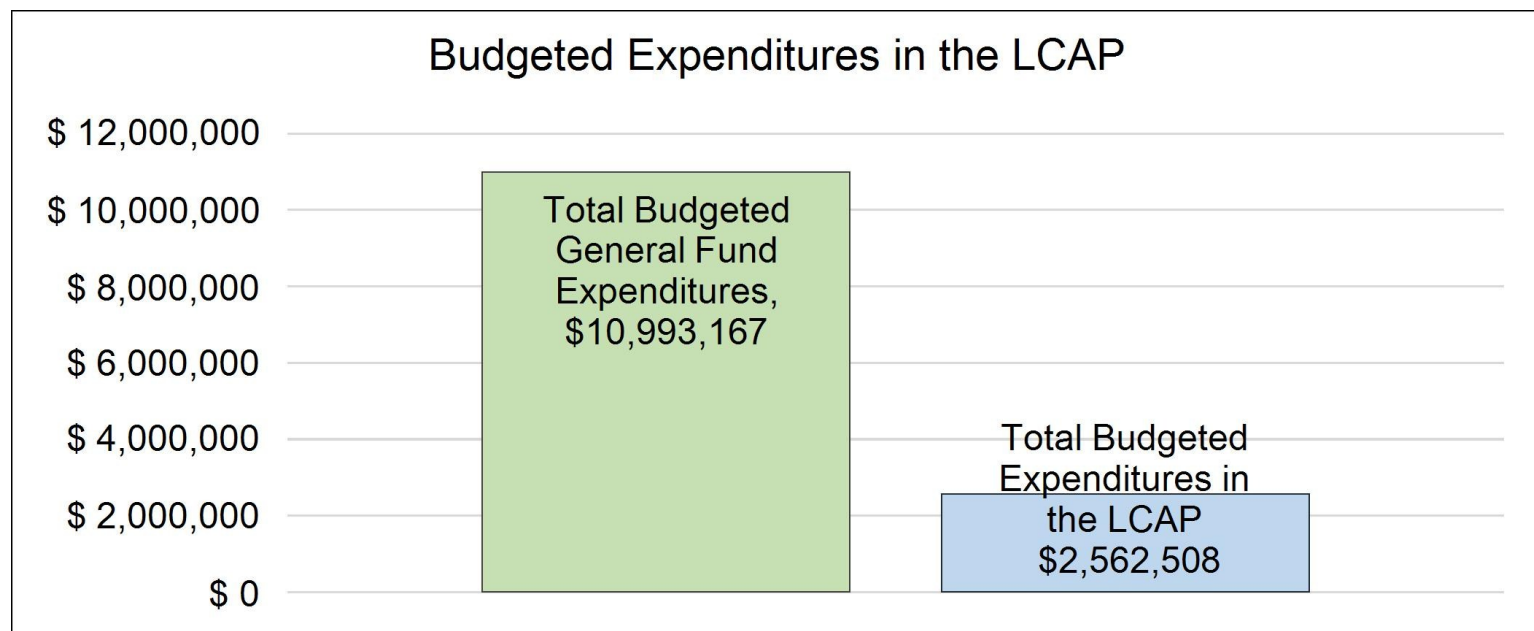


This chart shows the total general purpose revenue Higher Learning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Higher Learning Academy is \$10,241,365, of which \$7,050,534 is Local Control Funding Formula (LCFF), \$1,907,341 is other state funds, \$951,148 is local funds, and \$332,342 is federal funds. Of the \$7,050,534 in LCFF Funds, \$2,061,154 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Higher Learning Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Higher Learning Academy plans to spend \$10,993,167 for the 2025-26 school year. Of that amount, \$2,562,508 is tied to actions/services in the LCAP and \$8,430,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

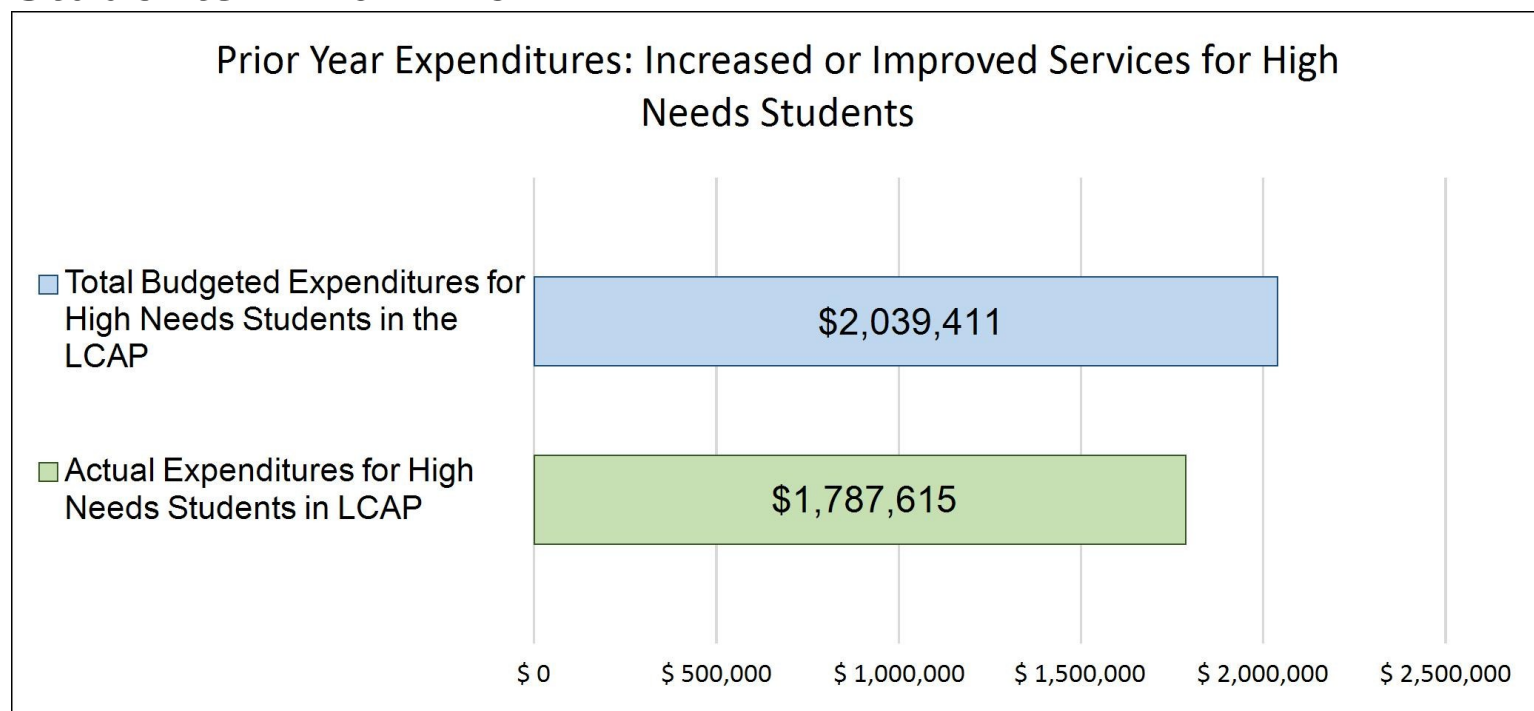
Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

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

In 2025-26, Higher Learning Academy is projecting it will receive \$2,061,154 based on the enrollment of foster youth, English learner, and low-income students. Higher Learning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Higher Learning Academy plans to spend \$2,371,300 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Higher Learning Academy's LCAP budgeted \$2,039,411 for planned actions to increase or improve services for high needs students. Higher Learning Academy actually spent \$1,787,615 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$251,796 had the following impact on Higher Learning Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were lower than budgeted due to multiple unfilled staffing positions throughout the year. Although \$251,796 in planned expenditures were not spent, the services themselves were still delivered by reallocating responsibilities to existing staff and leveraging available personnel across school sites.