

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cinnabar Elementary School District and Cinnabar Charter School

CDS Code: 49 70649

School Year: 2025-26

LEA contact information:

Jamie Azevedo

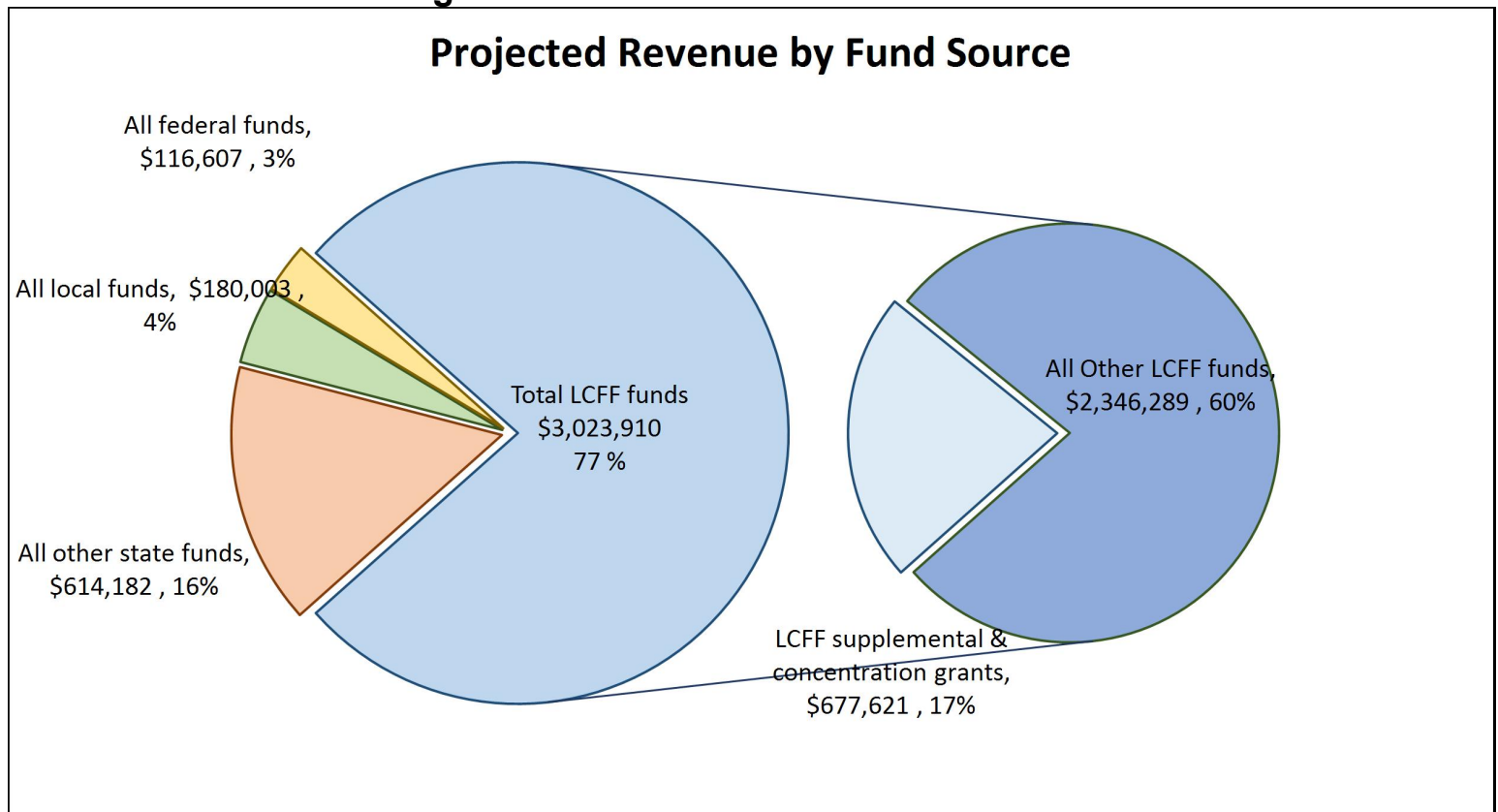
Superintendent/Principal

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(707) 765-4345

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

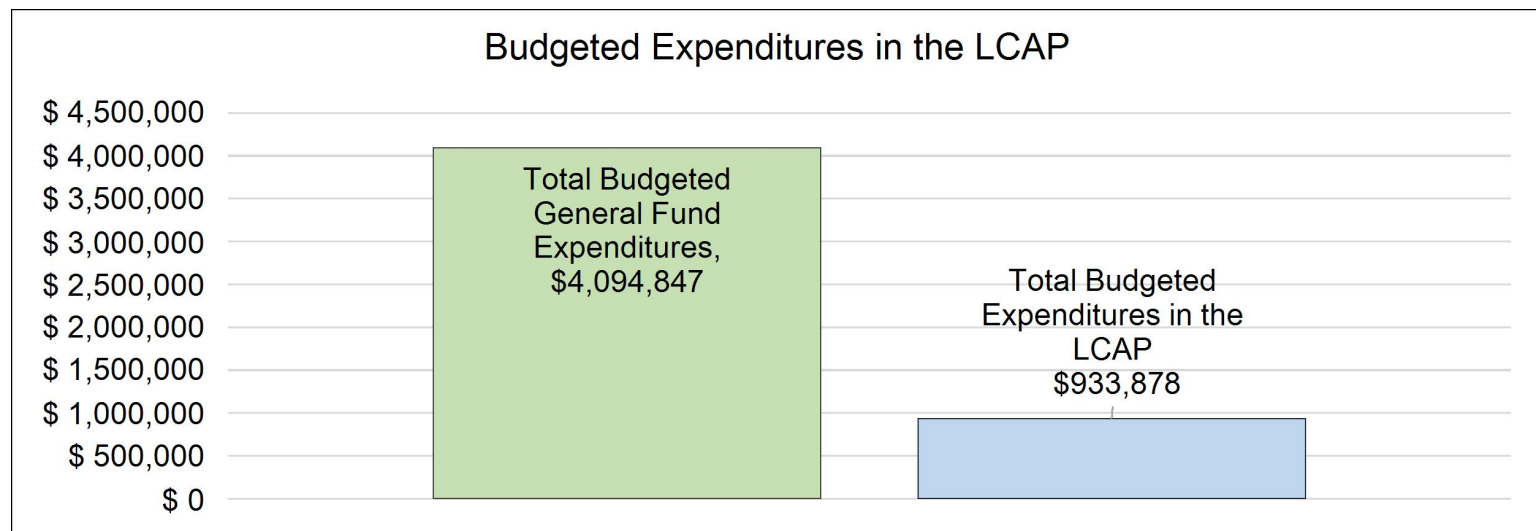


This chart shows the total general purpose revenue Cinnabar Elementary School District and Cinnabar Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cinnabar Elementary School District and Cinnabar Charter School is \$3,934,702, of which \$3,023,910 is Local Control Funding Formula (LCFF), \$614,182 is other state funds, \$180,003 is local funds, and \$116,607 is federal funds. Of the \$3,023,910 in LCFF Funds, \$677,621 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cinnabar Elementary School District and Cinnabar Charter School 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: Cinnabar Elementary School District and Cinnabar Charter School plans to spend \$4,094,847 for the 2025-26 school year. Of that amount, \$933,878 is tied to actions/services in the LCAP and \$3,160,969 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General and Charter fund expenditures not included in the LCAP are administrative salaries, district personnel salaries, custodial and maintenance salaries, supplies, and operating costs such as utilities.

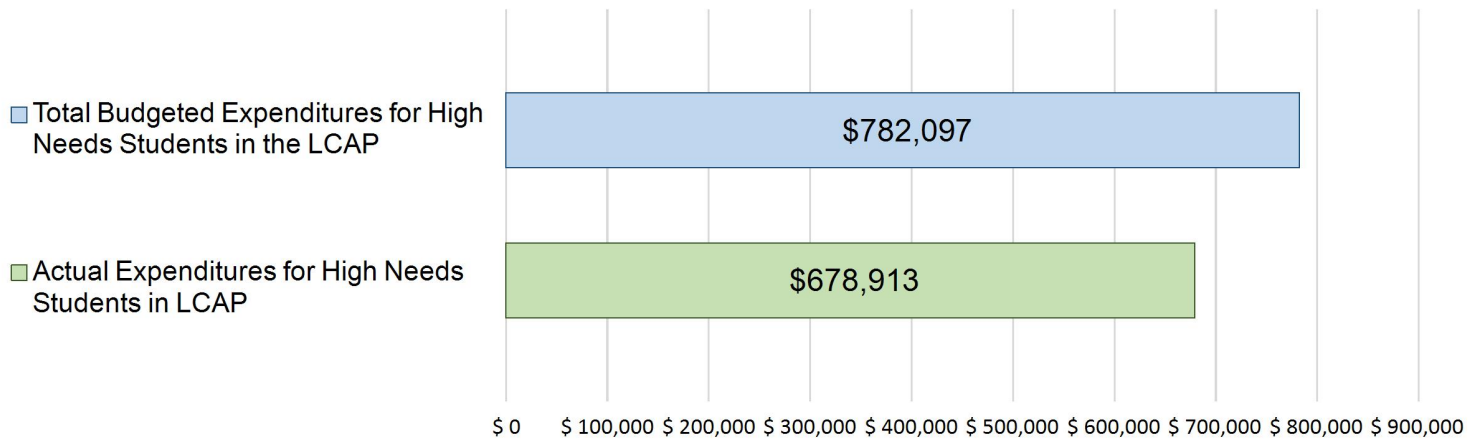
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Cinnabar Elementary School District and Cinnabar Charter School is projecting it will receive \$677,621 based on the enrollment of foster youth, English learner, and low-income students. Cinnabar Elementary School District and Cinnabar Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Cinnabar Elementary School District and Cinnabar Charter School plans to spend \$779,907 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

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



This chart compares what Cinnabar Elementary School District and Cinnabar Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cinnabar Elementary School District and Cinnabar Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Cinnabar Elementary School District and Cinnabar Charter School's LCAP budgeted \$782,097 for planned actions to increase or improve services for high needs students. Cinnabar Elementary School District and Cinnabar Charter School actually spent \$678,913 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$103,184 had the following impact on Cinnabar Elementary School District and Cinnabar Charter School's ability to increase or improve services for high needs students:

The planned expenditures included PBIS training, which didn't occur in 2024-25.

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
Cinnabar Elementary School District and Cinnabar Charter School	Jamie Azevedo Superintendent/Principal	jazevedo@cinnabar.org (707) 765-4345

Plan Summary [2025-26]

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.

Cinnabar Elementary School District is a single school district with grades TK and 1-8 as charter school grade levels, and the kindergarten class as the public school elementary grade level as part of the south county Sonoma community. The majority of students reside in Petaluma, California, but there are charter school students from several places throughout Sonoma County. Cinnabar students range from grades TK-8. Some students live in rural areas and others live in suburbs. The city of Petaluma is a diverse community with aspects of city, agricultural, and suburban life. We are a small single school district and charter serving approximately students in grades TK-8. For the purpose of the LCAP, since they are all the same site, we are doing one LCAP for both, because the services are often through all grade levels.

Our students engage in hands-on learning activities in our STEAM classroom, our gardening program, Environmental Pathways Program and common core curriculum programs. Our school focus is to provide all students with Science, Technology, Engineering, Arts, and Mathematics instruction articulated through each grade-level reinforcing our core ELA and Math programs. At the same time, we utilize our gardening and native plant restoration program, along with an environmental pathways program to expose our students to the importance of being shepherds of the land and environment. We hold our students to high academic standards and empower them as learners.

As a small school community we build positive relationships based upon our three school rules - be safe, be respectful and be responsible. Along with being a STEAM School, we offer the following important school programs for Cinnabar students:

> Positive Behavior Intervention and Supports is a best practices model for setting all students up for behavioral and social-emotional success. Cinnabar School is a PBIS school. We use positive behavior reinforcement with early intervention and supports so that students

can be successful in making positive behavioral choices. Students making safe, respectful, responsible choices allows them to maximize their academic learning. PBIS is a bully prevention model directly teaching and reinforcing the three school rules of being safe, respectful, and responsible. Students and staff are trained on bully prevention protocols.

> Lexia reinforces all of our students reading everyday, and we deliver reading, writing and math interventions through our classroom teachers and intervention team. Students are empowered using their reading data to know where they are with their reading, make reading goals and monitor their progress with their reading. Students being able to track their reading success and be recognized for their reading progress is a powerful tool for ensuring progress in all academic areas. In 2025-26, we are a part of the K3PP (K3i) project for literacy, which also utilizes Lexia and aide support in our classrooms.

> Cinnabar's health, wellness, and fitness program supports marathon running (rewards for running during recess, PE, and the after school program), intramural and after school sports leagues. Students are recognized for their accomplishments at our monthly assemblies.

> Cinnabar also offers free before and after school care through its ELOP program (Expanded Learning Opportunity Program) from 6:45 a.m.-6 p.m. The program includes a number of hands-on learning experiences, along with extra tutoring and support. The program hired a culinary chef, a yoga teacher and many more. The after school sports also run through this program, and high school volunteers have come and taught cheerleading and engineering (Build Club) as well.

Our single school and district is located in a beautiful, natural setting that is close to the city of Petaluma, but can also be considered a rural school. We have large areas of land to support outdoor activities for our students to play, run, exercise, be involved in sports and have fun outdoors. Our TK-8 students come from a wide variety of backgrounds consisting of students living in the country, on farms, and urban areas. The district does not receive equity multiplier funds.

Reflections: Annual Performance

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

Coming out of the Covid-19 era, Cinnabar School District continues to work toward levels of growth in ELA and Math, while working on student attendance, EL growth, suspension rates and student mental health. The 2023 Dashboard results included some areas of growth needed and some minor growth in other areas. During the course of our last LCAP cycle, we began adding math intervention and writing intervention to go with our already robust reading intervention program. We increased those supports again for the 2024-25 school year, re-instating the intervention teacher position, which was left vacant during the 2023-24 school year to assist in dealing with declining enrollment. Despite not having that intervention position and having our socio-economically disadvantaged percent jump from 68.8% to 85.6% in the charter, we maintained our academics, but did not see significant growth. Our local assessments showed significant growth in the 2024-25 school year, and we will see what happens with those numbers on CAASPP this fall.

Our suspension rate on the 2023 dashboard was 3.9%, with our white and socioeconomically disadvantaged falling into the red range on the dashboard. 7 students were suspended in the 2023-24 school year (3.8%) which moved us out of the red and into the orange on the 2024 Dashboard. We will work to reduce the number of students suspended annually overall by one student per year. We will look to move the dashboard rating for suspensions of our socioeconomically disadvantaged and our white subgroups from red by reducing the rates which were 4.7 percent for socioeconomically disadvantaged (7 students) and 13.6 percent for our white students (6 students). All subgroups came out of red and into orange on the 2024 dashboard. In order to accomplish, we have added behavior-based SSTs to our intervention plan,

with the intent to address the behavior concerns before we reach behaviors that result in suspensions. We also have utilized our counseling service to address concerns, including having them host small groups to work out conflicts in advance of negative behaviors. We are also beginning training to begin restorative practices (and restorative circles) to the campus.

Dashboard Red Areas on 2023 Dashboard:

1. Suspension rate overall and for white students and suspension rate for socioeconomically disadvantaged students individually were red.

Actions for improvement

1. Restorative practices and alternative discipline (Staff training and PD to connect them to our PBIS plan).
2. Track and analyze Behavior Tracking Form data during the ELOP program and during the school day.

Outcome on 2024 Dashboard

1. Suspension rate for white students and socioeconomically disadvantaged students improved to orange. The overall rating also moved to orange, so we saw improvement, but we will continue the work to improve.

We are seeing good progress in the area of English Learners, where we received a green rating for our EL Progress in 2023, with 62.1% of the population progressing towards English Language proficiency (an increase of 3.6%). Our reclassified EL students are the highest achieving sub group on our campus, which is a source of pride, along with the continued language growth by all of our EL students. The rating dipped to orange on the 2024 dashboard, with 52% making progress, which is better than the state average of 45.7%. We increased efforts and focus in 2024-25, and the early results look positive.

Chronic absenteeism is another area that we are working on at Cinnabar. With an overall rating of orange and a red 2023 dashboard rating for our white students in chronic absenteeism, we began to address it last year. Last year's school themes were "individual growth = collective growth" and "must be present to win", relating to both staff and student attendance and were part of the actions used to improve chronic absenteeism. We also held attendance SST meetings for the first time since covid in 2023-24, and we saw some improvement. The 2023 dashboard results had the chronic absenteeism rate at 24.4%, which was an improvement. We continued to improve dropping to 22.4 in 2024. There is still improvement to be had, and there will be efforts made through counseling services, attendance SSTs and the SARB process to improve the numbers even more. One of this year's themes was "Every minute matters". We continued attendance SSTs at the start of the 2024-25 school year with the students and families with the largest absentee totals. We also worked with the county office of education to develop a team that worked in concert with the county to take individual action with a few of our students. It was a pilot program we came up with together and will continue into next year. It also had the county doing an unbiased evaluation of our current systems. Actions 3.2 (Utilize communication tools to remind families of the importance of daily attendance) and 3.4 (Counseling and SEL training) were used to target chronic absenteeism. Our entire staff was trained in trauma informed practices and in identifying and dealing with social emotional learning concerns through a psychologist group.

Dashboard Red Areas:

1. Chronic absenteeism for white students

Actions for improvement

1. Attendance SSTs
2. Improved SARB process
3. Newsletter updates with a focus on attendance numbers and the importance of attendance.

Outcome on 2024 Dashboard

1. Chronic absenteeism for white students improved to the orange.
2. Chronic absenteeism for our English learners fell into the red area.

Cinnabar School District administered local STAR Assessments for ELA and Math in grades 2-8 and DIBELS in grades K-5 and saw growth again.

Required Actions for 2025-26

English Learners:

- Action 1.1 (Professional Development and analyzing data),
- Action 1.4 (Extended outside of classroom learning and home to school transportation),
- Action 1.5 (Implement plan for academic interventions for students who need additional support with an emphasis in English Learners, Foster, Homeless Youth, and student of low socioeconomic status),
- Action 2.1 (Advertise and host ELAC/DELAC meetings and events),
- Action 2.2 Student Community Liaison),
- Action 2.3 (Maximize communication tools for school to families), Action 4.1 (Intervention team),
- Action 4.2 (Programs for EL students and training),
- Action 4.3 (In-class and after school interventions).

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Our District has unexpended LREBG funds for the 2025-26 school year. An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, our LREBG funded action is found in Goal 1, Action 2: Math, reading and writing intervention

LCAP Action 1.2 Math, reading and writing intervention (Utilizing PE teacher to give staff more prep time to analyze the data from Lexia and our K3pp (K3i) program).

This action is an LREBG action and utilizes \$48,212 in LREBG Funds. Lexia (and K3pp) is an evidence-based practice that we are bringing to the district this year, and it comes with coaching and support. One key component in the program is analyzing data to assist students in reading. The PE teacher has been paid for through other one-time funds in the past. We will fund it using the LREBG funds to allow teachers the prep-time needed to analyze the reading data and structure lessons based on that data. This action fits under category (E) "Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning." The metrics being used to monitor the impact of the action includes Chronic Absenteeism, ELA and Math Academic Indicators on the CA Dashboard.

Reflections: Technical Assistance

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

We are not a part of technical assistance

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	We surveyed our 3-8th grade students using the YouthTruth Survey. We also had informal discussions with students about wants and needs. We also utilized local surveys from prior years, which had a slightly lower participation rate.
Certificated Staff (Teachers)/Bargaining Unit	We elicited responses from the certificated staff throughout the year. We met weekly on Wednesdays for staff meetings, where we discussed all things Cinnabar, including discussions about the LCAP and school needs. We also have beginning of the year staff PD, staff meetings, School Site Council Meetings, ELAC meetings (included staff), YouthTruth survey, individual meetings and discussions.
Classified Staff (Behavior coaches, office staff, custodial)/Bargaining Unit	We elicited responses from classified staff throughout the year, but could more explicitly connect it to the LCAP. We also hold beginning of the year staff PD, staff meetings, YouthTruth survey, individual meetings and discussions
Parents and families	Throughout the year, the superintendent/principal met with individual families, and we also conducted the YouthTruth Survey and prior local surveys. School site council and ELAC meetings also were used to discuss the LCAP and to get suggestions and feedback. In site council, we re-wrote the goals together. Our participation on the YouthTruth Survey by parents increased from 28% to 33%. We had increased participation in the 2024-25 school year in ELAC meetings. We also gathered feedback at our first annual Family Picnic at the end of the year, using posters and post-its to garner feedback as families checked in.

Educational Partner(s)	Process for Engagement
Administrator and School Board	School board meetings, study sessions and survey data were used. We hosted a board workshop in October, where we addressed many school needs and discussed the new LCAP and reviewed the past LCAP, while creating a plan moving forward for the district.
Parent advisory groups: ELAC/DELAC, School Site Council and CEF	ELAC and School Site Council met throughout the year, and both discussed the LCAP and the goals in it, the progress toward them and the changes we would like to make in the new LCAP goals. We also revised the Cinnabar Education Foundation (CEF), our parent organization) in 2024-25 and discussed LCAP as well.
SELPA	We elicited feedback from our county SELPA director, sending the entire document to her to evaluate and give feedback.

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

Cinnabar school district continually gathers input from educational partners in terms of the LCAP, site goals and school climate. Specifically, school site council, the school board and ELAC discussed student outcomes, the LCAP, state testing scores and YouthTruth Survey information. A member of the site council thanked administration and the board for allowing them to impact the LCAP as much as it did in 2023-24, with several of the goals re-written during SSC meetings. Those conversations continued in 2024-25. Specifically, the team felt that the former goal 1 did not have specific enough metrics and did not include CAASPP testing outcomes as a measure. We also added into the goal itself, the concept of identifying and creating extra support for students not meeting those standards. We already do that work, but the plan was to increase those protocols and support processes. While we met this goal, we felt we needed to increase the rigor of that goal and the metrics to measure it. The site council wrote goals 1-3 during site council meetings, assuring the focus was where the entire Cinnabar Community wanted it. We also added field trip opportunities to this goal, to help give learning opportunities that may not be reachable for some of our student population and included our sixth grade science camp in this section, along with our environmental field trips. Hands-on learning increases engagement and leads to more academic progress. We used the YouthTruth Data to identify areas of strength and areas of growth. The LCAP and the goals connected with it have been discussed in school board study sessions, staff meetings (certificated and classified), no fewer than five site council meetings, multiple ELAC meetings and then in smaller one on one meetings and discussions. Based on the results in both the student and parent YouthTruth survey, in goal 3, we added a mental health and social emotional learning metrics along with chronic absenteeism. The site council worked together to re-write the goals and to determine areas of focus for the LCAP. Input from the YouthTruth survey and discussions about local and state assessment results. ELPAC results and improvement of English Language Learners and discussions about our interventions and outcomes were discussed. In goal 4, we added more specific metrics to track the progress of our EL students. We were happy with these goals, and they have remained the same moving forward with targeted interventions to support them.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Academic Achievement</p> <p>All students, with an emphasis and assurance that there will be assistance for our unduplicated and struggling students, will grow academically in math and ELA as measured both on the localized and state assessment measures. Students, who are not meeting grade level standard, will be identified and given extra supports to help them meet standard. This will include making sure all students have access to instructional materials and that all teachers are properly credentialed.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We developed this goal based off our past LCAP and through the input of our educational partners. We are working on our student outcomes for math, because the math scores both locally and at the state level need improvement. As we work with the recently adopted math curriculum, we recognized a need to make sure there is vertical alignment in all grade levels and that we have an intervention system in place to help students who are struggling with the current standards as well as those who need remedial support from prior grade level content. We are working on ELA as well, because while we are closer to grade level standards, we need to improve more, plus improved reading skills are needed for complex word problems in math. With a large percentage of EL students, we will also work to assure that all students are able to access the curriculum through EL progress and the ELD standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Math Academic Indicator (CA Dashboard)	2022-2023 All: 65 points below	2023-2024 All: 67 below		Improve by 3 points each year.	All: -2 EL +10, SED +3,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance Away (points) from Standard Met All: All Students EL: English Learners SED: Socio-economically disadvantaged HIS: Hispanic *Metric adjusted see prompt #4*	EL 86 points below Socio-economically disadvantaged: 75 points below Hispanic 82 points below	EL 76 below SED: 72 below HIS: 75 below			HIS +7
1.2	ELA Academic Indicator (CA Dashboard) Distance Away (points) from Standard Met All: All Students EL: English Learners SED: Socio-economically disadvantaged HIS: Hispanic *Metric adjusted see prompt #4*	2022-2023 All: 41 below EL: 60 below SED: 56 below HIS: 49 below	2023-2024 All: 50 below EL: 57 below SED: 51 below HIS: 53 below		Improve by 3 points each year.	All: -9 EL + 3, SED +5, HIS -4
1.3	Local math assessment results. (STAR) % Meeting or Exceeding the Standard BOY=Beginning of the Year EOY=End of Year	Baseline set in the fall of each year and it will change annually based on that year's outcomes.	2024-2025 BOY: 28% EOY: 29% Increased 1%		Increase the percentage of students meeting or exceeding grade level in math (K-8) by 5% from the beginning of the year to the end of the year in local math assessment (STAR) Target	We had an increase of 1% which is below the target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric adjusted see prompt #4				goal will be new each year, as they will have different levels of students at grade level at the start of each year.	
1.4	<p>Local ELA assessment results. (STAR/DIBELS)</p> <p>% Meeting or Exceeding the Standard</p> <p>BOY=Beginning of the Year EOY=End of Year</p> <p>*Metric adjusted see prompt #4*</p>	Baseline set in the fall of each year and it will change annually based on that year's outcomes.	<p>2024-2025</p> <p>STAR BOY: 34% EOY: 35% Increased 1%</p> <p>DIBELS 2% increase</p>		<p>Increase the percentage of students meeting or exceeding grade level in ELA (K-8) by 5% from the beginning of the year to the end of the year in local ELA assessment (Early Literacy or STAR).</p> <p>Target goal will be new each year, as they will have different levels of students at grade level at the start of each year.</p>	We had an increase of 1% which is below the target
1.5	<p>CAASPP Results (% met or exceeded)</p> <p>ELA Math</p>	<p>2022-2023 ELA: 26% Math: 25%</p>	<p>2023-2024 ELA: 25% Math: 16%</p>		Increase by 3% each year	<p>2023-2024 ELA: Decreased by 1% Math: Decreased by 9%</p>
1.6	Highly qualified teachers (CA Dashboard/Dataquest)	<p>2021-2022 Charter: 96% Elementary: 100%</p>	<p>2022-2023 Charter: 84% Elementary: 93%</p>		90%+	<p>Charter: Decreased 12% Elementary: Decreased 7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) *Metric adjusted see prompt #4*					
1.7	Access to instructional materials. (Williams Act Reporting/ CA Dashboard) Percent Of Students **Without** Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at home *Metric adjusted see prompt #4*	2022-2023 0%	2023-2024 0%		0%	Maintained 0%
1.8	English Learner Progress Indicator ELPI (Charter) (CA Dashboard) % of English Learners making progress on English Language proficiency *Metric adjusted see prompt #4*	2022-2023 62% (State Average: 49%)	2023-2024 52% (State Average: 46%)		Increase by 2% each year. At the end of three years, we want to have 68% of students progressing. Maintain above state average.	Decreased 10% Maintained above state average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>Access to a broad course of study</p> <p>% of students who receive ELA, Social sciences, science, math, art/music/entertainment, PE instruction and enrichment opportunities that include culinary class, STEAM and art, among other items.</p> <p>*Metric adjusted see prompt #4*</p>	<p>2023-2024</p> <p>100%</p>	<p>2024-2025</p> <p>100%</p>		100%	Maintained 100%
1.10	<p>Implementation of academic content standards as measured by local indicators (CA Dashboard)</p> <p>*Metric adjusted see prompt #4*</p>	<p>2022-2023</p> <p>"Standard Met"</p>	<p>2023-2024</p> <p>"Standard Met"</p>		"Standard Met"	Maintained "Standard Met"
1.11	<p>Unduplicated Programs and Services</p> <p>% of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services</p>	<p>2023-2024</p> <p>100%</p>	<p>2024-2025</p> <p>100%</p>		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric adjusted see prompt #4					
1.12	Exceptional Needs Programs and Services % of students with disabilities who are provided with access to legally required programs and services and have access to additional services. *Metric adjusted see prompt #4*	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Goal Analysis [2024-25]

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.

Successes: We have made growth within our subgroups on CAASPP testing
 Challenges: Overall scores dropped slightly, despite the growth in the subgroups.

Modified implementation: In 2023-24, we eliminated both intervention teacher positions to avoid budget cuts. We brought back one of the two intervention positions for 2024-25.

Non-implementation: None

Action 1.1 Professional Development/ Data Analysis (Ongoing Implementation): Include the PD (Step up to writing, SEL sessions with the psych team with Certificated and Classified). This was successful with teacher growth, and the team also identified more needs and we will be bringing in that PD to start next year.

Action 1.2 Intervention: Hire a certificated teacher to provide math intervention in both a co-teacher and push-in, pull-out model. (Ongoing Implementation). Supply a full kindergarten teacher and a full transitional kindergarten teacher to allow us to avoid having a combo class in (TK and K), to reduce student-to-staff ratio, allowing for more intervention. Both have been enacted and it was successful. With the increased

behaviors in those lower grades, this allowed students more learning time with support. Kindergarten showed a 3% growth from beginning of the year to the end of they year DIBELS assessment.

Action 1.3 Supplemental Materials: (Ongoing Implementation): We will look to compare progress in grade levels without the extra math support and those with it, as well as comparing the progress of students who are unduplicated and the general population of students at Cinnabar.

Action 1.4 Extended Learning: (Partially Implemented): Extended outside of classroom learning and home to school transportation Successful: Bus transportation has been effective with 37% of our students riding our buses daily. Field trips have been successful; Walker Creek did not happen this year, due to a change in teacher and other factors. Instead scheduled a camping outing in May.

Action 1.5 Support Systems (Ongoing Implementation). Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status Lexia, Freckle, After school tutoring, ELOP directors helping identified students within the day. We also created a tracking spreadsheet for each grade level to reflect on and track the needs for growth. We then used it to assist summer school teachers in preparing for their students. We kept the adult to student ratio in summer school 3 to 1.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Professional Development/ Data Analysis: Staff attended Early Ed training that was in addition to the planned expenses.
- 1.2 Intervention: No material difference.
- 1.3 Supplemental Materials: No material difference.
- 1.4 Extended Learning: No material difference.
- 1.5 Support Systems: No material difference.

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

We saw mostly improvement in math CAASPP results in 2024, and it was a mix of growth and regression in ELA. The intervention tools appeared to be effective as we had increased focus on math.

Action 1.1 Professional Development/ Data Analysis (Effective). This action was effective for teacher reflection and improvement. We made some progress toward the goals with this, but we did not meet the threshold we had set for annual growth overall, however, our Socio-economically disadvantaged and English Learners saw improvement in the distance from standard met (Metric 1.1 and 1.2). 100% of students had access to a broad course of study (Metric 1.9)

Action 1.2 Intervention: (Effective) hiring a certificated teacher for co-teaching math and a push-in and pull-out model was implemented, along with keeping kinder and TK separated as their own classrooms to reduce student-to-staff ratios. Our Socio-economically disadvantaged and English Learners saw improvement in the distance from standard met (Metric 1.1 and 1.2).

Action 1.3 Supplemental Materials: Supplemental and invention math and ELA materials and implementation support for districtwide initiatives: (Somewhat effective). The intervention math support had mixed results. From the start of the year to the end of the year, there was

a regression as the standards level increased overall. The one class that didn't have math support had a larger regression than those with support, so it is a sign that it is helping some. Our Socio-economically disadvantaged and English Learners saw improvement in the distance from standard met (Metric 1.1 and 1.2).

Action 1.4 Extended Learning (Effective) Extended Outside of classroom learning and home to school transportation We significantly increased the number of field trips our students attended. We had 28 off-campus field trips in 2024-25 and over 35 percent of the student population used home to school transport. Students were excited and engaged in the field trips and the outdoor learning.

Action 1.5 Support Systems (Effective) We successfully implemented support programs and lent out chromebooks to families who didn't have access at home. We saw individual successes with this action. Our Socio-economically disadvantaged and English Learners saw improvement in the distance from standard met (Metric 1.1 and 1.2).

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 removed all references to students with disabilities as a breakout section in the LCAP.

Changes to goal:

"Academic Achievement" was added to the title of the goal.

Changes to Action Titles

- Action 1.1 "Professional Development and analyzing data" was changed to "Professional Development/ Data Analysis"
- Action 1.2 "Math, reading and writing intervention" was changed to "Intervention". "Math, reading and writing intervention" was placed under action description.
- Action 1.3 "Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives" was changed to "Supplemental Materials". "Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives" was placed under action description.
- Action 1.4 "Extended outside of classroom learning and home to school transportation" was changed to "Extended Learning". "Extended outside of classroom learning and home to school transportation" was placed under action description.
- Action 1.5 "Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status." was changed to "Support Systems". "Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status." was placed under action description.

Changes to metrics:

All metrics: years were added to the top of baseline and year 1 outcomes.

- Metrics 1.1-1.10 Extra or redundant wording was taken out or summarized and percentages added when applicable to simplify so that it is easier to process and read for educational partners
- Metric 1.1 Metric title was updated to "Math Academic Indicator (CA Dashboard)". Numbers with decimals were rounded for easier reading and analysis for educational partners. Target for Year 3 Outcome changed to improve by 3 points each year.
- Metric 1.2 Metric title was updated to "ELA Academic Indicator (CA Dashboard)". Numbers with decimals were rounded for easier reading and analysis for educational partners.

- Metric 1.3 and 1.4 Language was simplified to easily determine progress.
- Metric 1.5 "Individual CAASPP results." was changed to "CAASPP Results (% met or exceeded) ELA and Math"
- Metric 1.6 was changed to report "% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)" as this is what is reported on the CA Dashboard. Baseline and Year 1 data was updated to reflect dashboard data. Target outcome was changed to 90%+.
- Metric 1.7 Updated to "Percent Of Students ****Without**** Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at home" as this is what is reported on the CA Dashboard.
- Metric 1.8 title was updated to "English Learner Progress Indicator ELPI (Charter)" to reflect the language on the CA Dashboard.
- Metric 1.9 added the following to the title "% of students who receive ELA, Social sciences, science, math, art/music/entertainment, PE instruction and enrichment opportunities that include culinary class, STEAM and art, among other items." instead of within the baseline and year 1 data. Data was changed to percentages.
- Metric 1.10 Baseline and Year 1 Outcomes was changed to reflect the CA Dashboard language of "Standards Met"
- Metric 1.11 Unduplicated Programs and Services was added as it is a required LCAP Metric."
- Metric 1.12 Exceptional Needs Programs and Services was added as it is a required LCAP Metric.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development/ Data Analysis	Professional Development and analyzing data <ul style="list-style-type: none"> • Training and Support for all certificated and classified staff members with a focus on math instruction and intervention, as well as ELA, Reading and Social Emotional Learning 	\$14,500.00	Yes
1.2	Intervention	Math, reading and writing intervention <ul style="list-style-type: none"> • Hire a certificated teacher to provide math intervention in both a co-teacher and push-in, pull-out model. Supply a full kindergarten teacher and a full transitional kindergarten teacher to allow us to avoid having a combo class in (TK and K), to reduce student-to-staff ratio, allowing for more intervention. Keep PE teacher to allow prep time for teachers with a focus on math and reading. <p>**LREBG Action: Learning Recovery and Emergency Block Grant</p>	\$236,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(LREBG) Action (see "Reflections: Annual Performance" for more detail**		
1.3	Supplemental Materials	<p>Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives.</p> <ul style="list-style-type: none"> Purchase materials to supplement the current math and ELA curriculum, so that we have proper materials to intervene and help students get up to grade level. Staff development for certificated and classified staff for use of the materials and for data analysis. 	\$20,201.00	Yes
1.4	Extended Learning	<p>Extended outside of classroom learning and home to school transportation</p> <ul style="list-style-type: none"> Field trip opportunities for unduplicated students (specifically, Walker Creek 6th grade science camp). Also, bus transportation for students to and from school to improve attendance and learning growth. 	\$107,862.00	Yes
1.5	Support Systems	<p>Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status.</p> <ul style="list-style-type: none"> Staff development, refined academic interventions and supports, plus people to deliver them, both in the school day and in the ELOP program. This will also include implementation of programs such as Lexia and Freckle that can be done in and outside of the school day. 	\$28,037.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Family Engagement All parents, including parents of unduplicated students (socio-economically disadvantaged, English Language Learners, students with disabilities, foster and homeless families) will be provided with appropriate opportunities to be involved in their students' education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Family and student engagement are two very impactful metrics for students' academic success. We have improved in our engagement of our English Language Learner families, but it will take continued work to make it a fully engaged and highly-impactful parent group. Families comfort-level on campus can positively impact student outcomes as well. Buy-in from families via our educational foundation and with family events on campus is also important to connect families to their children's education.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Survey (Youth Truth Survey) Overall Category of Engagement	2023-2024 66%	2024-2025 84%		Increase 2% each year or maintain 90%+	Increased 18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric adjusted see prompt #4					
2.2	<p>Parent Participation-Unduplicated / Exceptional Needs</p> <p>(Local Indicator-Parent and Family Engagement- CA Dashboard)</p> <p>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>*Metric adjusted see prompt #4*</p>	2022-2023 "Initial Implementation"	2023-2024 "Full Implementation"		Maintain "Full" or Improve to "Full and Sustainable"	Improved
2.3	<p>Parent input (Efforts to seek parent input in decision making)</p> <p># parents/guardians responded to YouthTruth Survey</p> <p>*Metric adjusted see prompt #4*</p>	2023-2024 36 (28%)	2024-2025 43 (33%)		Improve response rate to at least 40%	Increased by 7 (5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5						

Goal Analysis [2024-25]

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.

- Action 2.1: Meetings/Events(Ongoing Implementation). Advertise and host ELAC/DELAC meetings and events. The extra effort to engage our English Learner families was effective. We held more events and connected them to other activities on campus, which was successful. We also had a couple of unscheduled events to deal with parts of the political climate, and they were well received. They were designed to listen and to share our steps and procedures if members of law enforcement come on campus.
- Action 2.2: Student community liaison (Ongoing Implementation). She continued to be a tremendous asset, helping call and connect with families to increase attendance at ELAC meetings and to get more participation in field trips and extra-curricular activities.
- Action 2.3: Maximize communication tools for school to families (Partially implemented). The weekly newsletters continued, and at year's end, we decided that Thursday folders would become Monday folders, which gave parents more than one night to return them back to campus if there was important information. We began posting to Facebook this year and have identified a couple of content contributors from the staff for next year, in hopes of continuing to grow engagement. The implementation of teacher websites was delayed, due to us changing our website provider. We are looking to add teacher profiles to our webpage and to launch google classrooms for teachers in 2025-26.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Meetings/Events: Advising did occur; however, it was moved to ELOP funding and was higher based on the type of advertising. The ELAC/DELAC expenses were lower due to the limited material needs for the meetings.
- 2.2 Student Community Liaison: No material difference.
- 2.3 Maximize communication tools for school to families: No material difference.

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

2.1 Meetings/Events (Effective) We effectively reached more families, and specifically our English Learner families, growing attendance at ELAC meetings. We also communicated better the importance of ELPAC testing and the process for reclassifying students, while

simultaneously teaching students needed to pass the ELPAC. We saw a significant increase in our Youth Truth Parent survey data for the overall Engagement category (Metric 2.1). We saw an improvement in our rating for "LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community." (Metric 2.2)

2.2 Engagement (Effective) Our Student Community Liaison is still the lifeline for family connections and communications. She often got families to assist on campus in minutes and hours, not just days. She also played the go-between in difficult situations. We saw a significant increase in our Youth Truth Parent survey data for the overall Engagement category (Metric 2.1). We saw an improvement in our rating for "LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community." (Metric 2.2)

2.3 Communication Tools: (Somewhat effective) The social media launch was a success, but we are a few months behind schedule on the website and the teacher pages. However, we did see a significant increase in our Youth Truth Parent survey data for the overall Engagement category (Metric 2.1).

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.

Changes to goal:

Added "Family Engagement" as part of the goal title.

Changes to action titles:

Action 2.1 "Advertise and host ELAC/DELAC meetings and events" was changed to "Meetings/Events"

Action 2.2 "Student Community Liaison" was changed to "Engagement"

Action 2.3 "Maximize communication tools for school to families." was changed to "Communication"

Changes to metrics:

Added New Metric 2.2 "Parent Survey-Overall Engagement category"

Added New Metric 2.2 "Parent Participation-Unduplicated / Exceptional Needs" was added as it is a required LCAP Metric.

Added New Metric 2.3 Parent input (Efforts to seek parent input in decision making) was added as it is a required LCAP Metric.

Deleted the following metrics as they are not required and are more of "action language" than metric language

OLD 2.1 "Increase parental participation in ELAC meetings annually (preferably by 10 percent per year). Measured via attendance numbers from ELAC. Maintain strong family to school connection (not just in ELAC meetings) through Student Community Liaison.

OLD 2.2 "Increase parent and community engagement through social media and websites."

OLD 2.3 "Increase parent and community engagement frequency of parent communication from teachers and principal to parents with classroom and school newsletters (Physical and digital). "

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Meetings/Events	<p>Advertise and host ELAC/DELAC meetings and events</p> <p>-Schedule out the ELAC/DELAC meetings prior to the start of the year, and potentially organize family events around the ELAC meetings, so that it is a community event that draws more interest.</p>	\$17,300.00	Yes
2.2	Engagement	<p>Student Community Liaison</p> <ul style="list-style-type: none"> Our student community liaison is full-time in the office daily, works on translation of documents and interpretation in meetings. She is tasked with building strong community involvement and making sure the families are informed. 	\$46,786.00	Yes
2.3	Communication Tools	<p>Maximize communication tools for school to families.</p> <ul style="list-style-type: none"> Utilize parent square, the school website, social media sources, advertising content and contract with a social media content provider to keep our social media current and easy to access for families. 	\$2,746.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Climate and Culture Provide a safe and secure environment for all children including, unduplicated, and exceptional children, by increasing attendance rates, reducing suspensions, maintaining expulsion rate and improving culture and climate as measured by student surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Chronic absenteeism is an ongoing concern both at Cinnabar and statewide. Our attendance rate is negatively impacting our student academic outcomes, so we want to improve climate, safety and student engagement in order to help students feel safe and be present more often.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (CA Dashboard) Rate (# of students) Performance Level *Metric adjusted see prompt #4*	2023-24: 3.9% (8 students) Red	2023-2024 3.8% (7 students) Orange		3% or less	Decreased by 0.1% (1 student)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>Average Daily Attendance rate (Local Data)</p> <p>*Metric adjusted see prompt #4*</p>	<p>2023-2024 Aug-May 7</p> <p>Charter: 92.81% Elementary: 92.92%</p>	<p>2024-2025 (P-2)</p> <p>Charter: 91.8% Elementary: 92.5%</p>		<p>Increase the Average Daily Attendance rate by 1% annually, based on percentage in enrollment daily, until we reach 95%, and then the goal is to maintain 95 percent or better. The goal for the end of the third year is to be at 95% or higher.</p>	<p>Charter: Decreased 1.01%</p> <p>Elementary: Increased 0.37%</p>
3.3	<p>Chronic Absenteeism Data (CA Dashboard)</p> <p>*Metric adjusted see prompt #4*</p>	<p>2022-2023</p> <p>Charter: 24% Elementary: 44%</p>	<p>2023-2024</p> <p>Charter: 22% Elementary: 25%</p>		<p>Reduce the percentage of students who are chronically absent by 4% annually in the charter and 8% in the elementary, and move our white population out of red (our only subgroup in red) in charter and maintain all in orange or better.</p> <p>Chronic Absenteeism rates by year 3: Charter: 12.4% Elementary: 19.5%</p>	<p>Charter: Improved 2%</p> <p>Elementary: Improved 19%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	<p>Belonging & Peer Collaboration (Youth Truth Survey)</p> <p>*Metric adjusted see prompt #4*</p>	<p>2023-24</p> <p>3-5: 35%</p> <p>6-8: 47%</p>	<p>2024-2025</p> <p>3-5: 38%</p> <p>6-8: 66%</p>		<p>Increase 2% each year or maintain 90%+</p>	<p>3-5: Increased 3%</p> <p>6-8: Increased 19%</p>
3.5	<p>Identify behavioral hot spots (using the PBIS data collection program called SWIS) and reduce the number of behavioral instances (as measured by SWIS) through student training and procedural modifications.</p>	<p>2023-24</p> <p>Classrooms: 92</p> <p>Playground: 94</p>	<p>2024-25</p> <p>Classrooms: 59</p> <p>Playground: 67</p>		<p>Reduce the frequency of incident in identified area from the levels at the time they were identified.</p>	<p>Classrooms: Decreased 32</p> <p>Playground: Decreased 27</p>
3.6	<p>Track Behavior Tracking Form (BTF) data during the ELOP program and identify and reduce incidents in the problem areas. (# incidents that occurred at or beyond 3 p.m.)</p>	<p>2023-24</p> <p>12</p>	<p>2024-2025</p> <p>3</p>		<p>Reduce Behavior Tracking Forms (BTFs) and behavior concerns by 20 percent.</p>	<p>Decreased by 9</p>
3.7	<p>FIT Report</p>	<p>2023-2024</p> <p>Facilities are in good repair according to our FIT report</p>	<p>2024-2025</p> <p>Facilities are in good repair according to our FIT report</p>		<p>Facilities will remain in good repair, safe and updated as measured by FIT.</p>	<p>Remains the same, per the goal</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	<p>School Safety (Youth Truth-% positive rate)</p> <p>Students: "Do you feel safe during school" or "I feel safe during school"</p> <p>Parents: "My child's learning environment is safe"</p> <p>Staff: "I feel safe from harm while at my school."</p> <p>*Metric adjusted see prompt #4*</p>	<p>2023-2024</p> <p>Student 3-5: 63% 6-8: 57%</p> <p>Parent 88%</p> <p>Staff 86%</p>	<p>2024-2025</p> <p>Student 3-5: 69% 6-8: 56%</p> <p>Parent 90%</p> <p>Staff 97%</p>		<p>Increase 2% each year or maintain 90%+</p>	<p>Student 3-5: Increased 6% 6-8: Decreased 1%</p> <p>Parent Increased 2%</p> <p>Staff Increased 11%</p>
3.9	<p>School Connectedness (Youth Truth Survey)</p> <p>Overall Category for Engagement</p> <p>*Metric adjusted see prompt #4*</p>	<p>2023-2024</p> <p>Student 3-5: 92% 6-8: 31 %</p> <p>Parent 66%</p> <p>Staff 82%</p>	<p>2024-2025</p> <p>Student 3-5: 94% 6-8: 35%</p> <p>Parent 84%</p> <p>Staff 97%</p>		<p>Increase 2% each year or maintain 90%+</p>	<p>Student 3-5: Increased 2% 6-8: Increased 4%</p> <p>Parent Increased 18%</p> <p>Staff Increased 15%</p>
3.10	Middle School Dropout Rate (Local Data)	<p>2022-2023 0%</p>	<p>2023-2024 0%</p>		<p>0%</p>	<p>Maintained 0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Metric adjusted see prompt #4					
3.11	Expulsions (Dataquest) *Metric adjusted see prompt #4*	2022-2023 0	2023-2024 0		0%	Maintained 0%

Goal Analysis [2024-25]

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.

Chronic absenteeism is an ongoing concern both at Cinnabar and statewide. Our attendance rate is negatively impacting our student academic outcomes, so we want to improve climate, safety and student engagement in order to help students feel safe and be present more often.

Action 3.1 Discipline Practices: (Ongoing Implementation) Prior to the start of the 2024-25 school year, we brought in school psychs from a private organization for social emotional learning instruction. The teachers really appreciated and bought into the training and asked for a follow up session. We also gave the session training to our behavior coaches. This was a success overall. We are re-upping our PBIS training at the start of the next year to assist.

Action 3.2 Attendance Communication: (Ongoing Implementation) Reminder messages and focus on attendance were part of the daily program. We also started a pilot program with the county to address school avoidance. We did see a level of improvement in the area of chronic absenteeism and maintained our attendance numbers overall.

Action 3.3 Attendance Processes: (Ongoing Implementation) We did improve the SARB process, but we want to continue to improve it and create a more immediate process of engaging families. We learned some new strategies through our partnership with the county.

Action 3.4 Social-Emotional Support: (Ongoing Implementation) Counseling service were continued, and while the expenditures for psychs went down, the services actually increased, because we hired someone part-time (0.2 FTE) as opposed to contracting out for services, which was substantially more expensive.

Action 3.5 PBIS training: (Ongoing Implementation) The PBIS team worked hard to update some of the programs and to prepare us for our next step, which includes new team members for 2025-26 and a full staff training before the year starts.

Action 3.6 Behavior Data Analysis: (Not fully Implemented) We had the team push in and address behavior more, but we did not have them fully engaged in the PBIS data systems. We are going to try to improve this by adding one or both of the directors to the PBIS team for 2025-26.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 3.1 Discipline Practices: The action occurred; however, the PBIS supplies needed to complete the action were less than expected.
- 3.2 Attendance Communication: No material difference.
- 3.3 Attendance Processes: No material difference.
- 3.4 Social-Emotional Support: Based on students' needs, the psych expenditures were reduced; however, at the same time, the counselor expenses decreased.
- 3.5 PBIS training: The budget included expenditures for extra time for staff to work on PBIS. The staff was able to meet during regular time and didn't submit timecards as expected.
- 3.6 Data Analysis. No material difference.

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

- Action 3.1 Discipline Practices : (Effective) Restorative practices and alternative discipline. This was a success overall with a decrease in the number of BTFs (Behavior Tracking Forms) (Metric 3.6). We are re-upping our PBIS training at the start of the next year to assist in those efforts.
- Action 3.2 Attendance Communication: (Effective) Utilize communication tools to remind families of the importance of daily attendance. We did see a level of improvement in the area of chronic absenteeism (Metric 3.3) and maintained our attendance numbers overall (Metric 3.2). We did have a handful of severe cases that negatively impacted the student and our numbers. We increased the overall category for Engagement on the Youth Truth survey for students, staff and families (Metric 3.9).
- Action 3.3 Attendance Processes: (Effective) We did improve the SARB process (and decreased Chronic Absenteeism- Metric 3.3), but we want to continue to improve it and create a more immediate process of engaging families. We learned some new strategies through our partnership with the county.
- Action 3.4 Social-Emotional Support: (Effective) Counseling service were continued, and while the expenditures for psychs went down, the services actually increased, because we hired someone part-time (0.2 FTE) as opposed to contracting out for services, which was substantially more expensive. We significantly reduced the number of behavioral instances (as measured by SWIS) (Metric 3.5). We also maintained a low middle school dropout rate (Metric 3.11) and a low expulsion rate (Metric 3.12). We increased the overall category for Engagement on the Youth Truth survey for students, staff and families (Metric 3.9).
- Action 3.5 PBIS training: (Effective) The PBIS team worked hard to update some of the programs and to prepare us for our next step, which includes new team members for 2025-26 and a full staff training before the year starts. We significantly reduced the number of behavioral instances (as measured by SWIS) (Metric 3.5). We also maintained a low middle school dropout rate (Metric 3.11) and a low expulsion rate (Metric 3.12).
- Action 3.6 Data Analysis: (Somewhat Effective) We had the team push in and address behavior more, but we did not have them fully engaged in the PBIS data systems. We are going to try to improve this by adding one or both of the directors to the PBIS team for 2025-26. We significantly reduced the number of behavioral instances (as measured by SWIS) (Metric 3.5).

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.

Changes to the goal

-"Climate and Culture" was added as part of the title.

Action 3.1 PBIS training will start next year to assist in those efforts, and we reformulated the team to get more people directly involved.

Action 3.2 We have created and will continue our partnership with the county. We have also developed individual plans for a couple of our most at-risk students.

- Action 3.1 "Restorative practices and alternative discipline" was changed to "Discipline Practices"
- Action 3.2 "Utilize communication tools to remind families of the importance of daily attendance" was changed to "Attendance Communication"
- Action 3.3 "Improve SARB process" was changed to "Attendance Processes"
- Action 3.4 "Counseling and SEL training" was changed to "Social-Emotional Support"
- Action 3.5 PBIS training remained the same
- Action 3.6 Behavior Data Analysis remained the same

All metrics: years were added to the top of baseline and year 1 outcomes.

- Metric 3.1-3.3 Extra/redundant wording was taken out to simplify so that it is easier to process and read for educational partners
- Metric 3.1 was updated to reflect just Suspension Rate data on CA Dashboard.
- Metric 3.4 was adjusted to look at percent positive results (instead of rating/percentile charts) for Belonging and Peer Collaboration category.
- Metric 3.5: Simplified language/summarized for just classroom and playground. Calculated baseline for 2023-2024 for classroom and playground.
- Metric 3.6: Simplified language/summarized for just classroom and playground. Calculated baseline for 2023-2024
- Metric 3.8 was adjusted to look at percent positive results (instead of rating/percentile charts) for specific questions in order to more easily analysis effectiveness.
- Metric 3.9 was adjusted to look at percent positive results (instead of rating/percentile charts) for category in order to more easily analysis effectiveness.
- Metric 3.10 Middle School Dropout Rate was added as it is a required LCAP Metric.
- Metric 3.11 Expulsions was moved from 3.1 to a new metrics 3.11

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Discipline Practices	Restorative practices and alternative discipline <ul style="list-style-type: none"> Train the staff in restorative practices (restorative circles, etc). We will start by training a team and then connecting it to our PBIS program, and from there train the rest of the staff. 	\$5,100.00	Yes
3.2	Attendance Communication	Utilize communication tools to remind families of the importance of daily attendance <ul style="list-style-type: none"> Include messages and reminders about attendance in the welcome back packet letter, principal's newsletter, class newsletters and morning announcements. Use student community liaison to talk with parents and students about whatever is going on and causing the issue (before going into the SARB process). 	\$9,836.00	Yes
3.3	Attendance Processes	Improve SARB process <ul style="list-style-type: none"> Utilize Aeries attendance system and re-write SARB letters and process and enforce it through meetings with parents, supports and programs that assist students and parents increase their attendance numbers. Contact families ahead of reaching the SARB letter and arrange parent meetings prior to the start of school with students and parents who were chronically absent the year before. 	\$10,450.00	Yes
3.4	Social-Emotional Support	Counseling and SEL training <ul style="list-style-type: none"> Maximize the use of our counseling services for students, while training staff and utilizing social emotional strategies (trauma informed practices, etc). Include the counseling services form in the registration packet, to make sure all families are aware of the opportunity. 	\$114,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	PBIS training	Update the PBIS team, increase training opportunities both full staff and for the team.	\$852.00	Yes
3.6	Behavior Data Analysis	Use ELOP directors to help analyze both the in-day PBIS data and the after school behavior. Train them in the processes for both PBIS and restorative practices.	\$6,776.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	English Learner Progress Provide the support and instruction necessary to continue the improvement of our English Language Learners, while also engaging the families and community in the education process.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We have a large English Language Learner population and a high level of student with disabilities, so it is important to continue the process of growth we have seen over the past few years and to make sure it remains a focus of the Cinnabar School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Long-term English Learners (LTEL) (Dataquest) Reclassified % of Ever-ELs considered RFEP	2022-2023 LTEL: 11 RFEP: 18%	2023-2024 LTEL: 5 RFEP: 22%		Decrease LTEL's and increase % of Ever-ELs considered RFEP	LTEL: Decreased by 6 RFEP: Increased by 4%
4.2	English Learner Progress Indicator	2022-2023 62%	2023-2024 52%		Increase by 2% each year.	Decrease of 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CA Dashboard) % of students making progress toward English language proficiency.	(State average is 49%)	(State average is 46%)		At the end of three years, we want to have 68% of students progressing. Maintain above state average.	Above the state by 6%
4.3	EL access to CA standards, including ELD standards, through instruction both imbedded and pullout.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Goal Analysis [2024-25]

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

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

This was a key focus for the 2024-25 school year.

4.1 EL Intervention Team (Ongoing Implementation): Our intervention team was trained on the ELPAC test, identified areas of need for each student, shared the practice test information with the classroom teacher, so that the student, intervention and the classroom teacher were all on the same page. Early returns on the testing show some level of success here.

4.2 EL Programming (Ongoing Implementation): Every eighth grade EL student progressed this year with a couple scheduled to be RFEPed depending on their CAASPP results.

4.3 EL Interventions (Ongoing Implementation): Intervention team was in place all year.

No major changes to the planned actions, just improved and targeted execution of those goals and actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 4.1 EL Intervention Team: Opening in aide position during the year.
- 4.2 EL Programming: The budget included expenses for staff to attend pyramid training. The training was offered but did not occur. The carryover will be included in the 2025-26 Local Control and Accountability Plan (LCAP).
- 4.3 EL Interventions: No material differences.

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

Action 4.1 EL Intervention Team (Effective): The intervention team got back on track with the re-instituting of the full-time intervention teacher. This was effective, and we saw growth as we:

- Decreased the number of Long-Term English Learners (Metric 4.1)
- Increased the % of Ever-ELs considered RFEP (Metric 4.1)
- Although our English Learner Progress Indicator decreased (Metric 4.2) it is higher than the state average.
- 100% of our English Learners had access to CA standards, including ELD standards (Metric 4.3)

Action 4.2 EL Programming (Effective): The digital programs and the push-in and pull-out efforts of our intervention team was effective. The K3i (K3pp) program next year will help teachers improve their data analysis and potential improve instructional strategies for the entire population and specifically our EL's.

- Decreased the number of Long-Term English Learners (Metric 4.1)
- Increased the % of Ever-ELs considered RFEP (Metric 4.1)
- Although our English Learner Progress Indicator decreased (Metric 4.2) it is higher than the state average.
- 100% of our English Learners had access to CA standards, including ELD standards (Metric 4.3)

- Action 4.3 EL Interventions (Somewhat effective): Sending home Chromebooks has been generally effective, with a few exceptions where students still didn't use them. Push-in support from the ELOP directors was helpful, but the program will be refined a bit to be more targeted based on assessment, not just classroom need.
- Decreased the number of Long-Term English Learners (Metric 4.1)
- Increased the % of Ever-ELs considered RFEP (Metric 4.1)
- Although our English Learner Progress Indicator decreased (Metric 4.2) it is higher than the state average.
- 100% of our English Learners had access to CA standards, including ELD standards (Metric 4.3)

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.

No major changes. Just continuing growth. Presently we are short a few hirings for behavior coaches, which could impact the aid support.

Goal changes:

Added "English Learner Progress" as part of the title to the goal.

Action changes

- Action 4.1 "Intervention team" was changed to " EL Intervention Team"
- Action 4.2: "Programs for EL students and training" was changed to "EI Programming." Programs for EL students and training was added to action detail.
- Action 4.3: "In-class and after school interventions" was changed to "EL Interventions." In-class and after school interventions was added to action detail.

Metric changes:

All metrics: years were added to the top of baseline and year 1 outcomes.

- Metric 4.1 Adjust metric title and data to reflect publicly available data on Dataquest: Long-term English Learners (LTEL) (Dataquest) and Reclassified % of Ever-ELs considered RFEP
- Metric 4.2: English Learner Progress Indicator. The title was simplified. "Increase by 2% each year" was moved to the target outcome. Added "Maintain above state average." to target outcome. Data was simplified to a percentage so that it is easier to process and read for educational partners
- Metric 4.3 "Individual improvement for EL and SWD students. EL students will maintain CAASPP level or improve based on distance from proficiency" was deleted as it is not a required metric or a metric that is reported on any state reports.
- Metric 4.4 "EL access to CA standards, including ELD standards, through instruction both imbedded and pullout" was moved to Metric 4.3. Data was simplified to a percentage so that it is easier to process and read for educational partners

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
4.1	EL Intervention Team	Hire intervention teacher and aides to assist with EL instruction and reading and writing intervention. Provide a Certificated Class Size Reduction Teacher. Include a partial certificated ELL coordinator and provide programs and subscriptions.	\$263,601.00	Yes
4.2	EL Programming	Programs for EL students and training <ul style="list-style-type: none"> • Purchase digital programs designed to assist EL students and low reading and math students in remediation. Invest in trainings for staff in EL instruction and interventions. 	\$39,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	EL Interventions	<p>In-class and after school interventions</p> <ul style="list-style-type: none"> Have ELOP club directors push into classrooms to see what our unduplicated students are working on to assist them both in class, but also to help design support in the after-school program. Also continue tutoring program and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed). 	\$8,776.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$677,621.00	\$82,204.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.953%	2.889%	\$58,132.19	33.842%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development/ Data Analysis</p> <p>Need: Work on remediation and first best instruction in order to improve CAASPP and other learning outcomes.</p> <p>Scope:</p>	Through staff development including Step Up To Writing training, Social Emotional Learning training and reminders about EDI (Explicit Direct Instruction) we want to address our students' learning needs in writing, ELA and math. We are also joining a cohort of K3PP (K3i) for ELA instruction and intervention. It is provided LEA wide, because the intervention team we have in place covers all of our at-risk students, including our unduplicated students. This is also an LEA	CAASPP Data for math, ELA and writing. Renaissance DIBELS Youth Truth TK report cards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	wide activity, because we are a single school district and it is implemented for all students.	
1.2	<p>Action: Intervention</p> <p>Need: Scores in both math and ELA amongst our unduplicated students needs to improve</p> <p>Scope: LEA-wide</p>	Co-teaching and push-in and pull-out models will allow us to both have more support for Tier I and Tier II instruction in the classroom, while also have Tier III opportunities outside the classroom to assist with skills from prior grade levels. This is an LEA wide activity, because we are a single school district and it is implemented for all students.	All five of the metrics 1.1-1.5 will be used to measure the success. We will look to compare progress in grade levels without the extra math support and those with it, as well as comparing the progress of students who are unduplicated and the general population of students at Cinnabar.
1.3	<p>Action: Supplemental Materials</p> <p>Need: Scores in both math and ELA amongst our unduplicated students needs to improve</p> <p>Scope: LEA-wide</p>	Programs and curriculum are needed to help our unduplicated students catch our non-unduplicated kids in learner outcomes. With over 75 percent of our students falling into the unduplicated category, doing it school wide means we hit all unduplicated students, but also allows us to give additional support to the unduplicated. This is an LEA wide activity, because we are a single school district and it is implemented for all students.	All five of the metrics 1.1-1.5 will be used to measure the success. We will look to compare progress in grade levels without the extra math support and those with it, as well as comparing the progress of students who are unduplicated and the general population of students at Cinnabar.
1.4	<p>Action: Extended Learning</p> <p>Need: In order to have the field trips available for our unduplicated population, we need to support the transportation for field trips, and we also need the bus transportation (home-to-school</p>	The outside of the classroom educational opportunities expose our students to different portions of the world that they have never seen before. The home to school transportation assists working families and those without transportation to get their students in school and learning. This is an LEA wide activity, because we are a single school district and it is implemented for all students.	All five metrics in goal one, and also in the goal set around school safety and attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and school-to-home) to assist our students in arriving to campus for the school day. Scope: LEA-wide		
1.5	Action: Support Systems Need: We need to increase the number of students who meet state standards on our statewide testing, and we also want to see consistent growth with students under that mark, even if they don't make grade level that year. Scope: LEA-wide	This is an LEA wide activity, because we are a single school district and it is implemented for all students. By working on individual academic outcomes, we will address the needs of all unduplicated students.	CAASP results and local indicators will be used to measure success
2.3	Action: Communication Tools Need: Family communication and access to school activity info and progress info for the children is crucial to growth. Scope: LEA-wide	Parent square and social media give parents the opportunity to access information anywhere, not just in the Thursday folder that is sent home weekly. This is an LEA wide activity, because we are a single school district and it is implemented for all students.	Metric 2.1 Metric 2.2 Metric 2.3
3.1	Action: Discipline Practices Need:	All students, including our unduplicated, will learn new ways to repay or repent their actions through positive responses and by taking accountability for their actions. It is provided schoolwide, because it	Metric 3.1 Suspension Data Metric 3.2 Average Daily Attendance Data and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All students, including unduplicated, need alternative positive interventions to help with behavioral concerns. Finding new ways of teaching proper behaviors, allowing students to learn from their mistakes rather than punish without the learning piece.</p> <p>Scope: LEA-wide</p>	is most effective when all students and staff are involved. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	Metric 3.5 Positive Behavioral Interventions and Support Data.
3.2	<p>Action: Attendance Communication</p> <p>Need: We need to improve the attendance rate and reduce chronic absenteeism for all students, including our unduplicated students.</p> <p>Scope: LEA-wide</p>	Communication with families and meetings with the entire team will hopefully identify why students are missing school, so we can target ways to make attendance improve. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	<p>3.2 Average Daily Attendance rate</p> <p>3.3 Chronic Absenteeism Data</p> <p>3.4 YouthTruth Data</p>
3.3	<p>Action: Attendance Processes</p> <p>Need: We need to improve the attendance rate and reduce chronic absenteeism for all students, including our unduplicated students.</p> <p>Scope: LEA-wide</p>	Communication with families and meetings with the entire team will hopefully identify why students are missing school, so we can target ways to make attendance improve. By monitoring absences from day one and meeting with prior year chronic absenteeism families, we should be able to improve. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	<p>Metric 3.2 Average Daily Attendance rate</p> <p>Metric 3.3 Chronic Absenteeism Data from Dashboard and</p> <p>Metric 3.4 YouthTruth Data</p>
3.4	<p>Action: Social-Emotional Support</p>	Not all parents are pro-active or even aware that we offer counseling services. By including it in the	Metric 3.1 Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: SEL ratings for emotional and mental health in the YouthTruth survey suggested we need to continue to work in this area. The 2023-24 rating was 2.33 in grades 3-5 and 3.51 in grades 6-8. (Note grades 3-5 is on a 3 pt. scale, while 6-8 is on a 5 pt.</p> <p>Scope: LEA-wide</p>	enrollment packet, all families will see it. We will continue to allow students to self-refer as well as allowing staff and parents to refer students for counseling as well. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	<p>Metric 3.2 Average Daily Attendance rate</p> <p>Metric 3.3 Chronic Absenteeism Data from Dashboard and</p> <p>Metric 3.4 YouthTruth Data</p> <p>Metric 3.5 Positive Behavioral Interventions and Supports data</p>
3.5	<p>Action: PBIS training</p> <p>Need: PBIS impacts attendance and discipline data and also impacts the social emotional and mental health survey outcomes. We have enough new staff and new students that a refresher and update to our process is needed to assist students.</p> <p>Scope: LEA-wide</p>	Teaching proper behavior will help improve behavior school wide, and when we identify areas of need, we can do expectations stations and other forms of support to address them. It should also improve discipline data. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	<p>Metric 3.1 Suspension Data</p> <p>Metric 3.4 YouthTruth Data</p> <p>Metric 3.6 Behavior Tracking Forms (BTF) and the data from them.</p>
3.6	<p>Action: Behavior Data Analysis</p> <p>Need: We need to identify our most frequent behavioral issues in type, time and location. By identifying the problem areas, we can directly address those concerns.</p>	Our ELOP directors work with many of our unduplicated students, and they will be tracking academic outcomes, collaborating with teachers and tracking and assisting in behavioral and culture issues as they arise. Their familiarity with the data and ability to spend time analyzing it should help. This will also allow for us to track behavioral data in ELOP as well. This is an LEA	<p>Metric 3.1 Suspension Data</p> <p>Metric 3.4 YouthTruth Data</p> <p>Metric 3.7 Behavior Tracking Forms (BTF) and the data from them.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	wide activity, because we are a single-school district and it is implemented for all students.	
4.1	Action: EL Intervention Team Need: Improved EL progress and stronger state test scores in ELA and math Scope: LEA-wide	On-going monitoring and support of the student outcomes and coming up with plans. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	Metric 4.1 Long-term EL numbers, Metric 4.2 English Learner Progress Indicator (ELPI) Metric 4.3 EL access to CA standards, including ELD standards
4.2	Action: EL Programming Need: Improved academic support and tracking Scope: LEA-wide	This will help identify the areas of need and will improve the learning opportunities for those students. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	Metric 4.1 Long-term EL numbers, Metric 4.2 English Learner Progress Indicator (ELPI) Metric 4.3 EL access to CA standards, including ELD standards
4.3	Action: EL Interventions Need: Support for work completion, comprehension of standards and language growth. Scope: LEA-wide	Instructional support for struggling students with another set of eyes and adult support to keep students from falling behind. This is an LEA wide activity, because we are a single-school district and it is implemented for all students.	Metric 4.1 Long-term EL numbers, Metric 4.2 English Learner Progress Indicator (ELPI) Metric 4.3 EL access to CA standards, including ELD standards

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
2.1	<p>Action: Meetings/Events</p> <p>Need: We need increased involvement in our ELAC program (and in our other groups CEF, SSC) from our second-language families. The student community liaison's presence alone get families to show up for events, because they are comfortable, but she also communicates regularly via text, phone and e-mail with the families. Without her, parent involvement goes down, and so will student learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Research shows that increased parent involvement in a child's education has a direct impact on the student's academic success. Also, having an office that is family friendly to second-language families increases their support of the school and the comfort level of coming in to address their concerns.	Metric 2.1 Metric 2.2 Metric 2.3
2.2	<p>Action: Engagement</p> <p>Need: We need increased involvement in our ELAC program (and in our other groups CEF, SSC) from our second-language families. The student community liaison's presence alone get families to show up for events, because they are comfortable, but she also communicates regularly via text, phone and e-mail with the families. Without her, parent</p>	Research shows that increased parent involvement in a child's education has a direct impact on the student's academic success. Also, having an office that is family friendly to second-language families increases their support of the school and the comfort level of coming in to address their concerns.	Metric 2.1 Metric 2.2 Metric 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	involvement goes down, and so will student learning. Scope: Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

One of our key components for the concentration add-on is counseling services, which enable us to provide our English Language Learners and low-income students with the social and emotional support necessary to focus on their academics. We work with struggling families, students who face trauma, and the peer relationships and social needs of students. We use some of the add-on money for additional instructional aides. The funds also support the parent liaison position to increase communication with at-risk families.

2025-26 Supplemental and Concentration LEA-Wide = \$677,621.00 and 30.953%

The projected percentage to Increase or Improve Services by LEA for 2025-26 are as follows: Cinnabar Elementary: Supplemental and Concentration funding: \$75,853.00, Percentage:15.15% and the Additional 15% Concentration Grant: \$9,310.00, Cinnabar Charter: Supplemental and Concentration funding: \$601,768.00, Percentage:35.64% and Additional 15% Concentration Grant: \$72,894.00

The 2024-25 carryover amounts are as follows by LEA: District :0% and Charter School: 2.889%. Therefore, the combined Total Percentage to Increase or Improve Services for the Coming School Year equals 33.842% (current year plus carryover).

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	N/A	District = 1:20 Charter = 1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	District = 1:20 Charter = 1:12

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,189,167.00	\$677,621.00	30.953%	2.889%	33.842%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$779,907.00	\$95,016.00	\$0.00	\$58,955.00	\$933,878.00	\$632,981.00	\$300,897.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development/ Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$14,500.00	\$4,500.00			\$10,000.00	\$14,500.00	
1	1.2	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools All grades at different levels, based on need.	Ongoing	\$170,959.00	\$65,911.00	\$161,740.00	\$48,212.00		\$26,918.00	\$236,870.00	
1	1.3	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,201.00	\$20,201.00				\$20,201.00	
1	1.4	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$107,862.00	\$107,862.00				\$107,862.00	
1	1.5	Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$22,037.00	\$6,000.00	\$6,000.00			\$22,037.00	\$28,037.00	
2	2.1	Meetings/Events	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$17,300.00	\$2,300.00	\$15,000.00			\$17,300.00	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	Ongoing	\$46,786.00	\$0.00	\$46,786.00				\$46,786.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)	Low Income										
2	2.3	Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,746.00	\$2,746.00				\$2,746.00	
3	3.1	Discipline Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,100.00	\$5,100.00				\$5,100.00	
3	3.2	Attendance Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$9,836.00	\$0.00	\$9,836.00				\$9,836.00	
3	3.3	Attendance Processes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,000.00	\$6,450.00	\$10,450.00				\$10,450.00	
3	3.4	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$101,358.00	\$13,207.00	\$83,761.00	\$30,804.00			\$114,565.00	
3	3.5	PBIS training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$852.00	\$0.00	\$852.00				\$852.00	
3	3.6	Behavior Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,776.00	\$0.00	\$6,776.00				\$6,776.00	
4	4.1	EL Intervention Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$263,601.00	\$0.00	\$263,601.00				\$263,601.00	
4	4.2	EL Programming	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$39,620.00	\$39,620.00				\$39,620.00	
4	4.3	EL Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,776.00	\$2,000.00	\$7,776.00	\$1,000.00			\$8,776.00	

2025-26 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
\$2,189,167.00	\$677,621.00	30.953%	2.889%	33.842%	\$779,907.00	0.000%	35.626 %	Total:	\$779,907.00
								LEA-wide Total:	\$730,821.00
								Limited Total:	\$49,086.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development/ Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools All grades at different levels, based on need.	\$161,740.00	
1	1.3	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,201.00	
1	1.4	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,862.00	
1	1.5	Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
2	2.1	Meetings/Events	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$46,786.00	
2	2.3	Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,746.00	
3	3.1	Discipline Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,100.00	
3	3.2	Attendance Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,836.00	
3	3.3	Attendance Processes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,450.00	
3	3.4	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,761.00	
3	3.5	PBIS training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$852.00	
3	3.6	Behavior Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,776.00	
4	4.1	EL Intervention Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,601.00	
4	4.2	EL Programming	Yes	LEA-wide	English Learners	All Schools	\$39,620.00	
4	4.3	EL Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,776.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$862,096.00	\$771,848.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development and analyzing data	Yes	\$3,500.00	\$6,812.91
1	1.2	Math, reading and writing intervention	Yes	\$126,322.00	\$126,203.00
1	1.3	Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives	Yes	\$19,601.00	\$17,870.08
1	1.4	Extended outside of classroom learning and home to school transportation	Yes	\$98,214.00	\$98,214.00
1	1.5	Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status.	Yes	\$27,559.00	\$25,515.92
2	2.1	Advertise and host ELAC/DELAC meetings and events	Yes	\$5,250.00	\$10,549.90
2	2.2	Student Community Liaison	Yes	\$45,681.00	\$48,308.00
2	2.3	Maximize communication tools for school to families.	Yes	\$2,346.00	\$2,546.00
3	3.1	Restorative practices and alternative discipline	Yes	\$2,500.00	\$1,050.06

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)
3	3.2	Utilize communication tools to remind families of the importance of daily attendance	Yes	\$8,743.00	\$8,800.00
3	3.3	Improve SARB process	Yes	\$9,750.00	\$10,556.00
3	3.4	Counseling and SEL training	Yes	\$154,559.00	\$124,253.91
3	3.5	PBIS training	Yes	\$7,915.00	\$974.18
3	3.6	Behavior Data Analysis	Yes	\$2,314.00	\$2,314.47
4	4.1	Intervention team	Yes	\$259,247.00	\$226,981.53
4	4.2	Programs for EL students and training	Yes	\$39,620.00	\$11,144.68
4	4.3	In-class and after school interventions	Yes	\$48,975.00	\$49,754.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$613,013	\$782,097.00	\$678,913.34	\$103,183.66	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and analyzing data	Yes	\$3,500.00	\$6,812.91		
1	1.2	Math, reading and writing intervention	Yes	\$126,322.00	\$108,225.00		
1	1.3	Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives	Yes	\$19,601.00	\$17,870.08		
1	1.4	Extended outside of classroom learning and home to school transportation	Yes	\$98,214.00	\$98,214.00		
1	1.5	Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status.	Yes	\$6,000.00	\$3,880.05		
2	2.1	Advertise and host ELAC/DELAC meetings and events	Yes	\$5,250.00	\$157.90		
2	2.2	Student Community Liaison	Yes	\$45,681.00	\$43,308.00		
2	2.3	Maximize communication tools for school to families.	Yes	\$2,346.00	\$2,546.00		
3	3.1	Restorative practices and alternative discipline	Yes	\$2,500.00	\$1,050.06		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Utilize communication tools to remind families of the importance of daily attendance	Yes	\$8,743.00	\$8,800.00		
3	3.3	Improve SARB process	Yes	\$9,750.00	\$10,556.00		
3	3.4	Counseling and SEL training	Yes	\$96,119.00	\$86,324.48		
3	3.5	PBIS training	Yes	\$7,915.00	\$974.18		
3	3.6	Behavior Data Analysis	Yes	\$2,314.00	\$2,314.47		
4	4.1	Intervention team	Yes	\$259,247.00	\$226,981.53		
4	4.2	Programs for EL students and training	Yes	\$39,620.00	\$11,144.68		
4	4.3	In-class and after school interventions	Yes	\$48,975.00	\$49,754.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,011,882	\$613,013	6.165%	36.635%	\$678,913.34	0.000%	33.745%	\$58,132.19	2.889%

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

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 #
<ul style="list-style-type: none">• 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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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