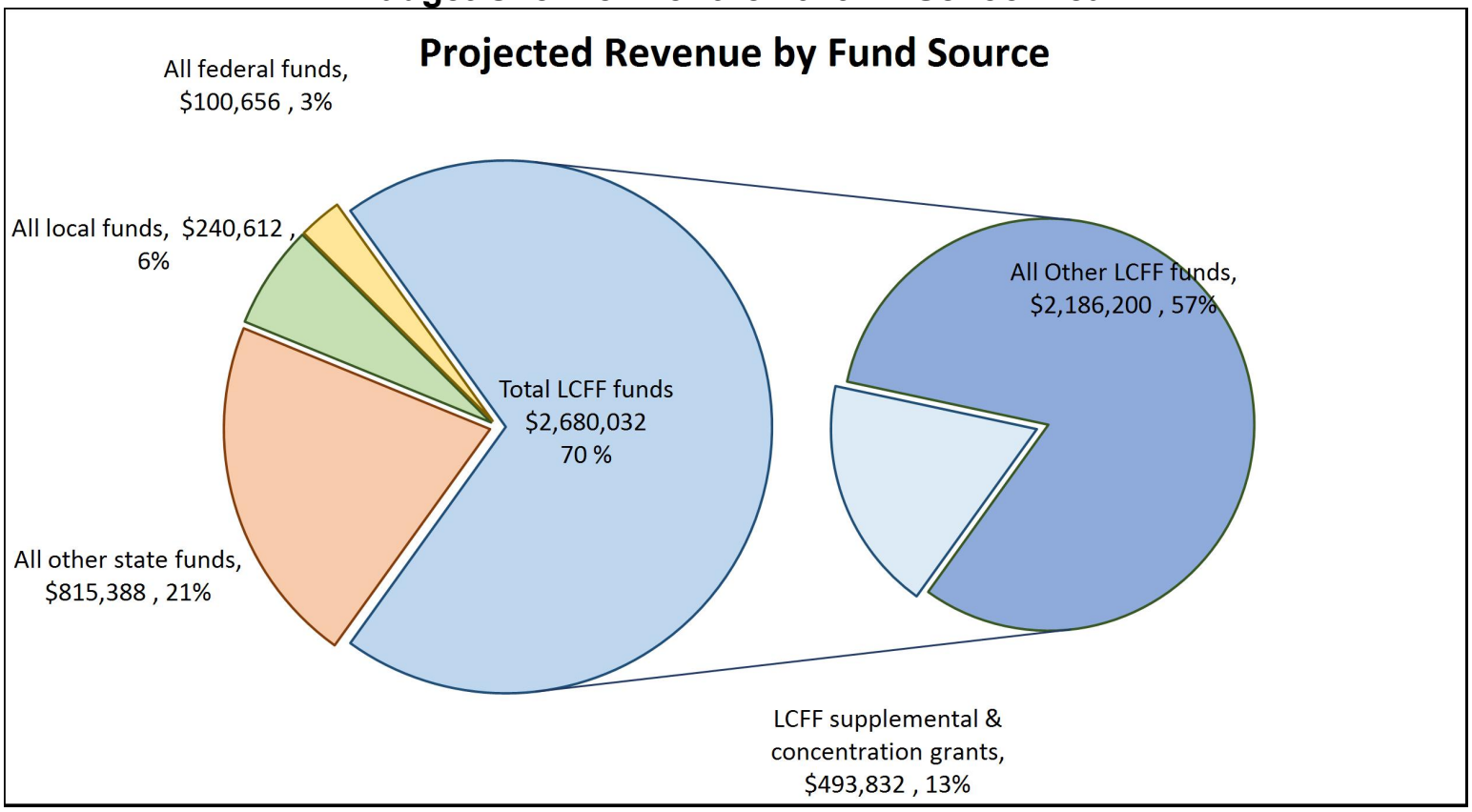
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cinnabar Elementary School District and Cinnabar Charter School
CDS Code: 49706490000000 & 49706496051635
School Year: 2026-27
LEA contact information:
Amelia Circo
Superintendent/Principal
acirco@cinnabar.org
(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 2026-27 School Year

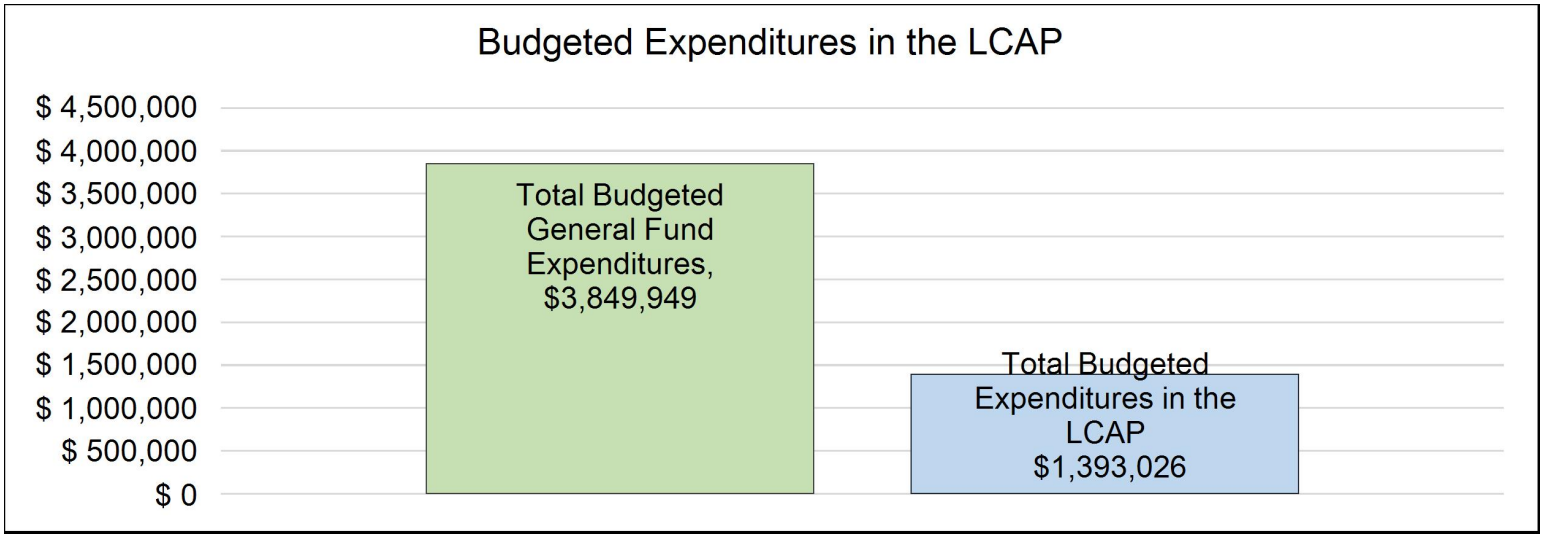


This chart shows the total general purpose revenue Cinnabar Elementary School District and Cinnabar Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cinnabar Elementary School District and Cinnabar Charter School is $3,836,688, of which $2,680,032 is Local Control Funding Formula (LCFF), $815,388 is other state funds, $240,612 is local funds, and $100,656 is federal funds. Of the $2,680,032 in LCFF Funds, $493,832 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cinnabar Elementary School District and Cinnabar Charter School plans to spend $3,849,949 for the 2026-27 school year. Of that amount, $1,393,026 is tied to actions/services in the LCAP and $2,456,923 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

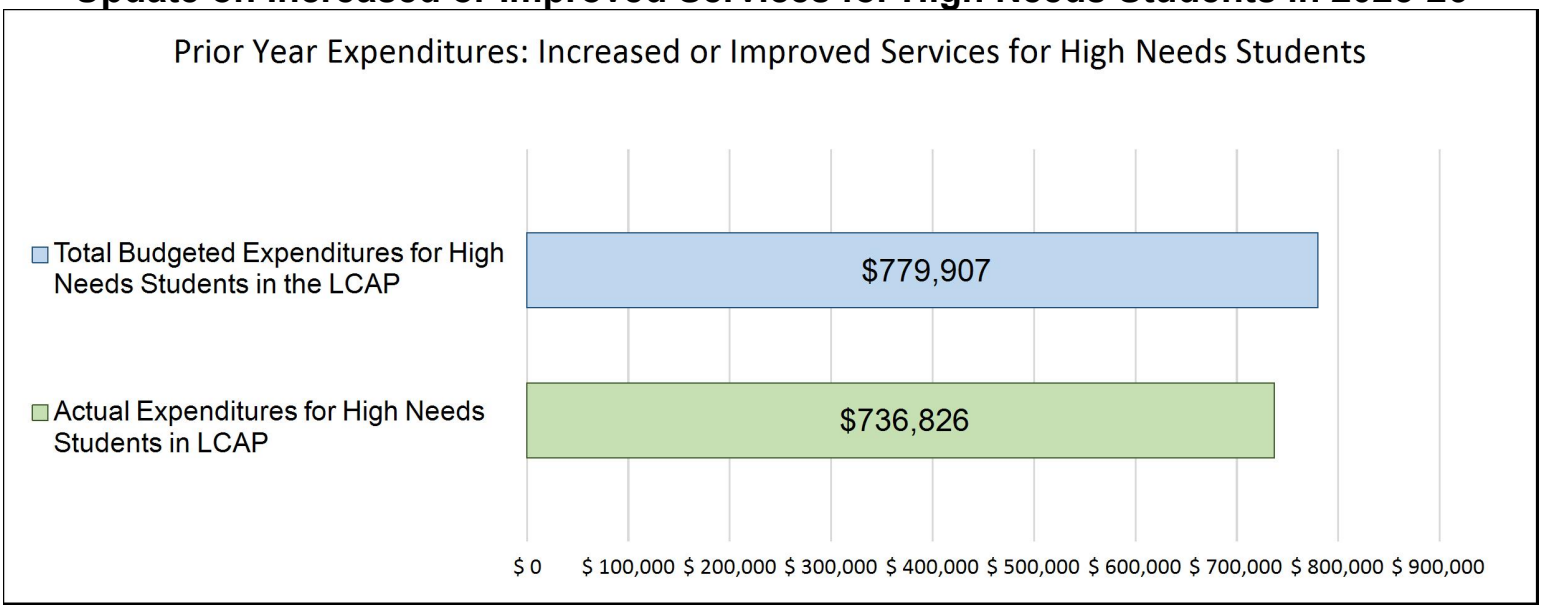
General and Charter fund expenditures not included in the LCAP are administrative salaries, district personnel salaries, custodial and maintenance salaries, supplies, and operating costs such as utilities.

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

In 2026-27, Cinnabar Elementary School District and Cinnabar Charter School is projecting it will receive $493,832 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 $493,832 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Cinnabar Elementary School District and Cinnabar Charter School's LCAP budgeted $779,907 for planned actions to increase or improve services for high needs students. Cinnabar Elementary School District and Cinnabar Charter School actually spent $736,826 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $43,081 had the following impact on Cinnabar Elementary School District and Cinnabar Charter School’s ability to increase or improve services for high needs students:

Actual expenditures for services supporting high-needs students were lower than originally budgeted. However, total expenditures exceeded the supplemental and concentration funding received for these services. The reduction in actual expenditures did not affect the implementation of the planned actions and services or the overall level of increased or improved services provided to high-needs students during the 2025–26 school year. The district fully expended all supplemental and concentration funding allocated for high-needs students and supplemented these services with additional funding sources as needed to maintain the planned level of support.

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	Amelia Circo Superintendent/Principal	acirco@cinnabar.org (707)765-4345

Plan Summary [2026-27]

General Information

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

This document serves as the Local Control Accountability Plan (LCAP) for both Cinnabar Elementary School District and Cinnabar Charter School.

Our district has around 151 students (in the charter) and 18 students (in the district), 67% are socioeconomically disadvantaged, 54% English Language Learners, 0.5% Foster Youth, and 11% Students with Disabilities.

Cinnabar Elementary School District is a small, single-school district in southern part of Sonoma county serving students in grades TK–6, all located on one site. Students come primarily from Petaluma, as well as rural and suburban areas throughout Sonoma County. The district emphasizes high academic expectations through hands-on, STEAM-focused instruction integrated with our gardening program, Environmental Pathways Program and common core curriculum programs. Set in a natural, semi-rural environment, Cinnabar fosters positive relationships, environmental stewardship, and a strong sense of community grounded in being safe, respectful, and responsible.

Building on traditions of excellence and community involvement - we seek to create lifelong learners and responsible citizens

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the district's strategic plan.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Our District has unexpended LREBG funds. An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data in 2025-2026. Based on this needs assessment, our LREBG funded action is found in Goal 1, Action 2: Support Systems

LCAP Action 1.2 Support Systems (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 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 partial FTE 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 Academic Indicators on the CA Dashboard.

2025 CA DASHBOARD
SUCCESSES based on 2025 CA Dashboard and Local Data
Overall indicators / Student groups where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard

- English Learner Progress (Green)
- Suspension Rate (English Learners) (Green)

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Overall indicators/student groups where the School/LEA received the lowest performance level ('red") on the 2025 Dashboard

- Suspension Rate (Red): All Students, Socioeconomically Disadvantaged, Students with Disabilities
- Chronic Absenteeism (Red): English Learners

Reference

- Cinnabar Charter https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2025&cdcode=&scode=6051635

- Cinnabar Elementary N/A https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2025&cdcode=&scode=0125724&reporttype=sgroups&cdsname=
- Cinnabar "District": N/A https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2025&cdcode=4970649&scode=&reporttype=schools&cdsname=

REFLECTION
Suspension rate decreased slightly on the 2024 CA Dashboard, however, rose again on the 2025 CA Dashboard causing the charter to enter "red" performance level again. Chronic absenteeism show a small decrease from the 2023 and 2024 CA Dashboard, however, English Learner subgroup increased by 4%, causing the charter to remain at the "red level." We hope that our efforts in Goal 2: Climate and Culture, specifically Action 2.1 Safety and Connectedness, 2.2 Student Engagement, and 2.3 Social-Emotional Support will help to improve the Suspension Rate and Chronic Absenteeism Rate.

ADDRESSING THE NEED
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- 2.1 Safety and Connectedness addresses the Suspension Rate and Chronic Absenteeism need of the district based on the 2023 and 2025 CA Dashboard.
- 2.2 Student Engagement addresses the Chronic Absenteeism need of the district based on the 2023, 2024 and 2025 CA Dashboard.
- 2.3 Social-Emotional Support addresses the Suspension Rate and Chronic Absenteeism need of the district based on the 2023 and 2025 CA Dashboard.

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 1.4 Special Education Services
- English Learners and Long-Term English Learners Required Action is found under 1.3 English Learner Progress
- LREBG Action is found under 1.2 Support Systems
- Technical Assistant Required Actions: N/A for our district
- Equity Multiplier: N/A for our district
- 2023 CA Dashboard Required Actions: 2.1 Safety and Connectedness, 2.2 Student Engagement and 2.3 Social-Emotional Support
- 2024 CA Dashboard Required Actions: 2.2 Student Engagement
- 2025 CA Dashboard Required Actions: 2.1 Safety and Connectedness, 2.2 Student Engagement and 2.3 Social-Emotional Support

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The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

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.

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.

Reflections: Technical Assistance

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

N/A

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	Types of Engagement: Youth Truth Survey: [January 2026]; Observations and informal meetings: [Ongoing] Process for Engagement: Notes from informal observations and informal meetings was documented. Survey results were reviewed and analyzed. Influence: No changes were requested.
Certificated Staff (Teachers)/Bargaining Unit	Types of Engagement: Youth Truth Survey: [January 2026]; Staff meetings to discuss priorities [Weekly on Wednesdays]; LCAP Specific Meeting [Jan. 21, 2026] Local Bargaining Units consulted: [2/11/2026] Process for Engagement: Priorities were discussed throughout meeting. Notes were taken for each meeting. In addition, an email was sent to everyone to review the newly re-organized LCAP and requested any additional feedback. Influence: Interest in reorganizing and simplifying the LCAP document was well received.
Classified Staff (Behavior coaches, office staff, custodial)/Bargaining Unit	Types of Engagement: Youth Truth Survey: [January 2026]; Staff meetings to discuss priorities [Weekly Monday meetings] Process for Engagement: Priorities were discussed throughout meeting. Notes were taken for each meeting. In addition, an email

Educational Partner(s)	Process for Engagement
	was sent to everyone to review the newly re-organized LCAP and requested any additional feedback. Influence: Interest in reorganizing and simplifying the LCAP document was well received.
Parents and families	Types of Engagement: Youth Truth Survey: [January 2026]; Parent Meetings/Events [Ongoing] Process for Engagement: An email was sent to everyone to review the newly re-organized LCAP and requested any additional feedback. Qualitative analysis techniques were conducted to review survey results. Influence: Parents and families appreciated the simplification of the LCAP document. Parents provide feedback during events and individual meetings. Influence: Parents and families were appreciative of the simplified version of the LCAP
Administrators	Types of Engagement: SCOE Meetings [10/17/2025, 1/28/2026, 3/12/2026, 4/1/2026, 5/7/2026], Other Meetings to discuss Revisions [12/8/2025, 2/11/2026]; Ongoing Feedback and Discussions with Educational Partners: [Jan-May 2026] Process for Engagement: Superintendent/CBO attended meetings at SCOE to discuss LCAP and gain feedback/ideas for revisions. Influence: LCAP was simplified to become a more user-friendly document.
Parent advisory groups: School Site Council and Cinnabar Educational Foundation (CEF)	Types of Engagement: Parent Meetings [CEF 3/12/2026] Process for Engagement: Meetings were held to discuss the re-organized LCAP. As a single school district, our LCAP serves as our school plan. Site Council also serves as our Parent Advisory Committee (PAC). Superintendent presented the LCAP to the School Site Council. In May 2026, the superintendent responded, in writing, to comments received from the Parent Advisory Committee

Educational Partner(s)	Process for Engagement
	Influence: Parents and families were appreciative of the simplified version of the LCAP
Student Advisory Committee	Types of Engagement: Meeting Process for Engagement: Notes from informal observations and informal meetings was documented. Influence: No changes were requested.
District English Learner Advisory Councils	Types of Engagement: English Language Advisory Committee ELAC/ DLAC Meetings [8/22/2025, 11/19/2025, 1/27/2026] Meetings: The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. In May 2026, the superintendent responded, in writing, to comments received from the English Learner Parent Advisory Committee Influence: Supporting students is a priority for parents, we plan to implement and monitor progress for Action 1.3 English Learner Progress
SELPA	Types of Engagement: Email was sent [2/11/2026]; SELPA representative participated in SCOE Meeting [5/7/2026] Process for Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). Influence: SELPA encouraged the inclusion of metrics with the action related to Special Education. Students with Disabilities was added as a student group to metric 1.1 and 1.2. SELPA also requested to add "and early interventions" to action 1.4.
Community (Public Notification)	Types of Engagement: Public Notification (through SCOE June 2026) Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the

Educational Partner(s)	Process for Engagement
	specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed). Summary of Impact: No revisions requested
Governing Board/Community (Public Hearing)	Types of Engagement: Public Hearing June 16, 2026 Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) Summary of Impact: No revisions requested
Governing Board (Adoption: Public Meeting)	Types of Engagement: Board Meeting June 23, 2026 Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. Summary of Impact: No revisions requested

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

LCAP engagement informed a comprehensive strategic planning process focused on addressing and reducing disparities in opportunities and outcomes among student groups, as identified through the California School Dashboard and aligned to state and locally identified priorities. During the 2025–2026 school year, significant revisions were made to develop the 2026–2027 LCAP. Existing actions were consolidated into streamlined categories to enable the use of clear, specific metrics for evaluating effectiveness and to improve overall usability of the document. Action language was refined and condensed for clarity.

- The goal #1 was not changed. However, previous goal #4 "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" is included as NEW Action 1.3 English Learner Progress and under the umbrella of goal #1.

- NEW Goal #2 "Climate and Culture" is the previous goal # 3. Previous goals # 2 " Family Engagement" is now listed as NEW action #2.4 instead of a goal. This consolidation reflects the understanding that family engagement is a key strategy for strengthening overall climate and culture. Given the limited number of metrics used to monitor the former Goal #2, incorporating them within the broader Climate and Culture goal provides greater coherence and clarity for monitoring progress.

Action 1.1 Professional Development/ Data Analysis
- remained the same.

NEW Action 1.2 Support Systems:
- This new action combines previous Actions 1.2 (Intervention), 1.3 (Supplemental Materials), 1.4 (Extended Learning), and 1.5 (Support Systems)

NEW Action 1.3 English Learner Progress:
- This new action combines previous Actions 4.1 (EL Intervention Team), 4.2 (EL Programming), 4.3 (EL Interventions)

NEW Action 1.4 Special Education Services:
- This new action was created to address required language specific to Special Education

Action 1.5 Implementation of the Standards
- remained the same.

NEW Action 2.1 Safety and Connectedness:
- This new action combines previous Actions 3.1 (Discipline Practices), 3.5 (PBIS Training) and 3.6 (Behavior Data Analysis)

NEW Action 2.2 Student Engagement:
- This new action combines previous Actions 3.2 (Communication) and 3.3 (Processes)

NEW Action 2.2 Social-Emotional Support:
- This action is the same as the previous action 3.4 Social-Emotional Support

NEW Action 2.4 Family Engagement:
- This new action combines previous Actions: 2.1 (Meetings/Events), 2.2 (Engagement), 2.3 (Communication Tools)

NEW Action 2.5 Facilities:
- This new action was created to address the required Facilities Inspection Tool Report metrics.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement 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.	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 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.

For the 2026-2027 LCAP, the goal was not changed. However, previous goal #4 "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" is included as NEW Action 1.3 English Learner Progress and under the umbrella of goal #1.

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) Distance Away (points) from Standard Met All: All Students EL: English Learners SED: Socio-economically disadvantaged HIS: Hispanic SWD: Students with Disabilities	2022-2023 All: 65 points below EL 86 below SED: 75 below HIS: 82 below SWD: 154 below	2023-2024 All: 67 below EL 76 below SED: 72 below HIS: 75 below SWD: 107 below	2024-2025 All: 82 below EL: 88 below SED: 85 below HIS: 90 below SWD: 127 below	Improve by 3 points each year.	All: Decreased 17 points EL Decreased 2 points, SED Decreased 10 points HIS Decreased 8 points SWD Improved 27 points
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 SWD: Students with Disabilities	2022-2023 All: 41 below EL: 60 below SED: 56 below HIS: 49 below SWD: 83 below	2023-2024 All: 50 below EL: 57 below SED: 51 below HIS: 53 below SWD: 70 below	2024-2025 All: 38 below EL: 50 below SED: 45 below HIS: 44 below SWD: 85 below	Improve by 3 points each year.	All: Improved 3 points EL Improved 10 points SED Improved11 points HIS Improved 5 points SWD: Decreased 2 points
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%	2025-2026 BOY: 46% EOY: 52%	5% from BOY to EOY each year **Metric changed, see prompt #4 below**	BOY: Increased 18% EOY: Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Local ELA assessment results. (STAR/DIBELS) % 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 STAR BOY: 34% EOY: 35% Increased 1% DIBELS 2% increase	2025-2026 STAR BOY:46% EOY: 47% 1% increase DIBELS BOY:44% EOY: 41% 3% increase EARLY LIT **NEW BASELINE** BOY: 43% EOY: 45% 2% increase	5% from BOY to EOY each year **Metric changed, see prompt #4 below**	STAR BOY: Increased 12% EOY: Increased 12% Maintained 1% increase from BOY to EOY DIBELS 1% increase EARLY LIT 2% increase (one year data)
1.5	CAASPP Results (% met or exceeded) ELA Math	2022-2023 ELA: 26% Math: 25%	2023-2024 ELA: 25% Math: 16%	2024-2025 ELA: 30% Math: 17%	Increase by 3% each year	2023-2024 ELA: Increased by 4% Math: Decreased by 8%
1.6	Highly qualified teachers (CA Dashboard/Dataquest) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 Charter: 96% Elementary: 100%	2022-2023 Charter: 84% Elementary: 93%	2023-2024 Charter: 87% Elementary: 96%	90%+	Charter: Decreased by 9% Elementary: Decreased by 4%
1.7	Access to instructional materials. (Williams Act Reporting/ CA Dashboard)	2022-2023 0%	2023-2024 0%	2024-2025 0%	0%	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent Of Students **Without** Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at home					
1.8	English Learner Progress Indicator ELPI (Charter) (CA Dashboard) % of English Learners making progress on English Language proficiency	2022-2023 62% (State Average: 49%)	2023-2024 52% (State Average: 46%)	2024-2025 59% (State Average: 46%)	Increase by 2% each year or maintain 55% or greater. Maintain above state average. **Metric changed, see prompt #4 below**	Decreased by 3% Maintained above state average.
1.9	Access to a broad course of study % 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.	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
1.10	Implementation of academic content	2022-2023 "Standard Met"	2023-2024 "Standard Met"	2024-2025 "Standard Met"	"Standard Met"	Maintained "Standard Met"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards as measured by local indicators (CA Dashboard)					
1.11	Unduplicated Programs and Services % 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	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
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.	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%
1.13	Long-term English Learners (LTEL) (Dataquest) Reclassified % of Ever-ELs considered RFEP	2022-2023 LTEL: 11 RFEP: 18%	2023-2024 LTEL: 5 RFEP: 22%	2024-2025 LTEL: 4 RFEP: 34%	Decrease LTEL's and increase % of Ever-ELs considered RFEP	LTEL: Decreased by 7 RFEP: Increased by 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	EL access to CA standards, including ELD standards, through instruction both imbedded and pullout.	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained 100%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Previous Action 1.1 Professional Development/ Data Analysis (Ongoing Implementation): Training and support for all certificated and classified staff members was completed.
- Previous Action 1.2 Intervention (Ongoing Implementation): Additional targeted support in math, reading, and writing was provided to students identified as needing extra academic assistance.
- Previous Action 1.3 Supplemental Materials: (Ongoing Implementation): Supplemental material was purchased as needed for math and ELA.
- Previous Action 1.4 Extended Learning: (Ongoing Implementation): Field trips and bus transportation were provided.
- Previous Action 1.5 Support Systems (Ongoing Implementation). Additional targeted support in math, reading, and writing was provided to students identified as needing extra academic assistance.

- Previous Action 4.1 EL Intervention Team (Ongoing Implementation): Additional targeted support in math, reading, and writing was provided to students identified as needing extra academic assistance.
- Previous Action 4.2 EL Programming (Ongoing Implementation): Online programming and additional training/supports for teachers was provided.
- Previous Action 4.3 EL Interventions (Ongoing Implementation): Additional targeted support in math, reading, and writing was provided to students identified as needing extra academic assistance.

Modified Implementation, Implementation Challenges, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these 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:

- Previous Action 1.1 Professional Development/ Data Analysis: No material difference.
- Previous Action 1.2 Intervention: Material difference. Our intervention teacher stepped up to be our interim superintendent for the school year and the teacher hired for the position was on a lower step than what was budgeted.
- Previous Action 1.3 Supplemental Materials: No material difference.
- Previous Action 1.4 Extended Learning: Outdoor education program (Walker Creek) did not take place this year. Other funds were used to provide transportation to and from school for our students this school year.
- Previous Action 1.5 Support Systems: Enrollment decreased so educational program licensing was decreased as well.

- Previous Action 4.1 EL Intervention Team: No material differences.
- Previous Action 4.2 EL Programming: Pyramid training for staff off site could not happen during the school year as planned.
- Previous Action 4.3 EL Interventions: Material difference. Our intervention stepped up to be our interim superintendent for the school year and the teacher hired for the position was on a lower step than what was budgeted.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

Action 1.1 Professional Development/ Data Analysis
(Same as PREVIOUS Action 1.1 Professional Development/ Data Analysis)
Effective professional development paired with intentional data analysis strengthens district capacity by ensuring staff learning is targeted, actionable, and responsive to student needs. When educators regularly analyze multiple data sources to inform instruction and systems, professional learning shifts from one-time training to continuous improvement—resulting in stronger instructional practices, improved student outcomes, and more strategic use of district resources. This action demonstrated strong effectiveness based on the following metrics:

- Increased ELA Academic Indicator (Metric 1.2) in all student groups from Year 1 to Year 2 AND Baseline to Year 2.
- Decreased Math Academic Indicator (Metric 1.1) from Baseline to Year 2 by 2 points for English Learners

Data demonstrating continued need and areas of extra attention for this action include:

- Math Academic Indicator (Metric 1.1) did not show improvement for all students, low-income, or Hispanic students.

NEW Action 1.2 Support Systems
Includes PREVIOUS actions: 1.2 Intervention, 1.3 Supplemental Materials, Action 1.4 Extended Learning, Action 1.5 Support Systems
Well-designed support systems—such as targeted interventions, high-quality supplemental materials, and extended learning opportunities—effectively address diverse student needs by providing timely, differentiated support beyond core instruction. When aligned to data and implemented consistently, these systems close learning gaps, reinforce essential skills, and promote equitable access to academic success for all students. These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Maintained English Learner Progress Indicator (Metric 1.14) from Year 1 to Year 2 and it maintains being higher than the state average.
- Maintained 100% 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 (Metric 1.11)
- Increased ELA Academic Indicator (Metric 1.2) in most student groups from Year 1 to Year 2 AND Baseline to Year 2.
- Decreased Math Academic Indicator (Metric 1.1) from Baseline to Year 2 by 2 points for English Learners
- Local Math Assessments (Metric 1.3)
- Local ELA Assessments (Metric 1.4)
- Increased CAASPP Math Results (Metric 1.5) from Year 1 to Year 2.
- Increased CAASPP ELA Results (Metric 1.5) from Year 1 to Year 2 AND Baseline to Year 2.
- Increased CAASPP ELA Results (Metric 1.5) from Year 1 to Year 2 AND Baseline to Year 2.

Data demonstrating continued need and areas of extra attention for this action include:
- Math Academic Indicator (Metric 1.1) did not show improvement for all students, low-income, or Hispanic students.
- CAASPP Math Results (Metric 1.5) decreased from Baseline to Year 2.

NEW Action 1.3 English Learner Progress
Includes PREVIOUS Actions: 4.1 EL Intervention Team, 4.2 EL Programming, 4.3 EL Interventions
Effective English Learner supports ensure students develop academic English while accessing rigorous, grade-level content. Through targeted language instruction, integrated supports, and ongoing progress monitoring, these systems accelerate language acquisition, strengthen academic achievement, and promote meaningful participation and long-term success for English Learners. These actions grouped together demonstrated strong effectiveness based on the following metrics:
- Decreased the number of Long-Term English Learners (Metric 1.13) from baseline to Year 2
- Increased the % of Ever-ELs considered RFEP (Metric 1.13) from baseline to Year 2
- Increased English Learner Progress Indicator (Metric 1.8) from Year 1 to Year 2 and it maintains being higher than the state average.
- Maintained 100% of our English Learners had access to CA standards, including ELD standards (Metric 1.14)

NEW Action 1.4 Special Education Services
Providing targeted special education services and supports is effective in improving access to grade-level curriculum, addressing individualized learning needs, and helping students make progress toward their IEP goals while increasing meaningful participation in the general education environment.
- Decreased 12% from baseline to year 2 for Chronic Absenteeism for Students with Disabilities on CA Dashboard
- Improved 27 points from baseline to year 2 on Math Academic Indicator on the CA Dashboard

Data demonstrating continued need and areas of extra attention for this action include:
- Decreased 2 points from baseline to year 2 on ELA Academic Indicator on the CA Dashboard

NEW Action 1.5 Implementation of the Standards
Ensuring a broad course of study aligned to state standards and frameworks—supported by high-quality instructional materials and properly credentialed teachers—strengthens instructional coherence and equity across classrooms. Together, these elements ensure all students

have consistent access to rigorous, well-designed learning experiences that promote engagement and academic achievement. This action demonstrated strong effectiveness based on the following metrics:

- Increase the % authorized by a clear or preliminary credential or authorized by a local assignment option (Metric 1.6) from Year 1 to Year 2.
- Maintained 0% of students **Without** Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at home (Metric 1.7)
- Maintained 100% of students had access to a broad course of study (Metric 1.9)
- Maintained "Standard Met" status on Local Indicator Report for "Implementation of the Standards" (Metric 1.10)

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.

Significant re-organization changes were made to the 2026-2027 LCAP in order to simplify the LCAP document for educational partners.

Changes to PLANNED GOAL

- The goal was not changed. However, previous goal #4 "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" is included as NEW Action 1.3 English Learner Support and under the umbrella of goal #1.

Changes to ACTIONS
Existing actions were consolidated into streamlined categories to enable the use of clear, specific metrics for evaluating effectiveness and to improve overall usability of the document. Action language was refined and condensed for clarity, and each action now begins with a clear action verb to emphasize intent, accountability, and measurable outcomes.

Action 1.1 Professional Development/ Data Analysis

- remained the same.

NEW Action 1.2 Support Systems:

- This new action combines previous Actions 1.2 (Intervention), 1.3 (Supplemental Materials), 1.4 (Extended Learning), and 1.5 (Support Systems) and
- 4.3 (EL Interventions) was added to this action as it related to all unduplicated students "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. Continue tutoring program and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed)."
- "refined academic interventions and supports both in the school day and in the ELOP program. 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. Continue tutoring program and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed). Math Intervention: Hire a certificated teacher to provide math intervention in both a co-teacher and push-in, pull-out model." was changed to " Academic Supports/Intervention: Provide targeted support for students experiencing challenges in Math and ELA (differentiated online learning programs, small-group instruction, one-on-one targeted support,

reteaching of essential standards, progress monitoring, and scaffolded classroom strategies). Continue tutoring programs and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed)."

NEW Action 1.3 English Learner Support:

- This new action combines previous Actions 4.1 (EL Intervention Team), 4.2 (EL Programming), 4.3 (EL Interventions). "Intervention team: Hire intervention teacher and aides to assist with EL instruction and reading and writing intervention." was modified to " Intervention Support: Support EL students with EL instruction and reading and writing intervention.". "Provide a Certificated Class Size Reduction Teacher" as modified to " Provide a Certificated Class Size Reduction Teacher to allow for targeted support by all teachers."

NEW Action 1.4 Special Education Services:

- This new action was created to address required language specific to Special Education

NEW Action 1.5 Implementation of the Standards

- This new action was created to address required language specific broad course of study, implementation of the standards and appropriately credentialed teachers.

Changes to METRICS

- Metrics 1.13-1.14 were the previous Metrics 4.1 and 4.3. Metric 4.2 was the same as metric 1.8.

Changes to TARGET OUTCOMES

- Metric 1.8 "Increase by 2% each year. At the end of three years, we want to have 68% of students progressing. " was changed to "Increase by 2% each year or maintain 55% or greater" as 55% is the level need to obtain the "High level" on CA Dashboard: https://www6.cde.ca.gov/californiamodel/grid?indicator=elpi&year=2025&cdcode=&scode=6051635&reporttype=sgroups&cdsname=
- Metric 1.3 and 1.4 was simplified to reflect numerical targets (and deleted repetitive narrative)

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	Provide training and support for all certificated and classified staff members with a focus on math instruction, intervention, supplemental materials, as well as ELA, Reading and Social Emotional Learning	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Support Systems	• Academic Supports/Intervention: Provide targeted support for students experiencing challenges in Math and ELA (differentiated online learning programs, small-group instruction, one-on-one targeted support, reteaching of essential standards, progress monitoring, and scaffolded classroom strategies). Continue tutoring programs and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed). • TK/K Support: Supply a full kindergarten teacher and a full transitional kindergarten teacher to avoid having a combo class in to reduce student-to-staff ratio, allowing for more intervention and targeted support. • Preparation Time: Keep PE teacher to allow prep time for teachers with a focus on math and reading (**LREBG Action**) • Supplemental Materials: Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives. 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. • Extended Learning: Extended outside of classroom learning and home to school transportation. Field trip opportunities for unduplicated students (examples: Science-based field trip)). • Bus Transportation: Provide bus transportation for students to and from school to improve attendance and learning growth • Online Educational Programs (such as Lexia and Freckle) that can be done in and outside of the school day. **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**	$244,770.60	Yes
1.3	English Learner Support	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. • Intervention Support: Support EL students with EL instruction and reading and writing intervention. • Provide a Certificated Class Size Reduction Teacher to allow for targeted support by all teachers.	$315,513.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Programs for EL students and training: 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.		
1.4	Special Education Services	All students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support and early interventions. • Least Restrictive Environment: Provide special education services and Resource Specialist to students with disabilities in the least restrictive environment.	$638,956.00	No
1.5	Implementation of the Standards	Ensure implementation of the standards and frameworks. • Broad Course of Study: Provide all students access to a broad course of study (English, Math, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education) • Standards/Frameworks: Ensure instruction on standards or frameworks. • Instructional Materials: Provide standards-based instructional materials for students. • Teachers: Ensure teachers are properly credentialed.	$108,539.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: 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 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

(From Previous Goal 3 Climate and Culture)
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.

(From Previous Goal 3, which is now action 2.4 Family Engagement)
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.

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)	2023-2024 66%	2024-2025 84%	2025-2026 65%	Increase 2% each year or maintain 90%+	Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Overall Category of Engagement					
2.2	Parent Participation- Unduplicated / Exceptional Needs (Local Indicator-Parent and Family Engagement- CA Dashboard) 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.	2022-2023 "Initial Implementation"	2023-2024 "Full Implementation"	2024-2025 "Full Implementation"	Maintain "Full" or Improve to "Full and Sustainable"	Maintained "Full Implementation"
2.3	Parent input (Efforts to seek parent input in decision making) # parents/guardians responded to YouthTruth Survey	2023-2024 36 (28%)	2024-2025 43 (33%)	2025-2026 44 (26%)	Improve response rate to at least 40%	Decreased 2%
2.4	Suspension Rate (CA Dashboard) Rate (# of students) Performance Level	2023-24: 3.9% (8 students) Red	2023-2024 3.8% (7 students) Orange	2024-2025 7.2% (12 students) Red	3% or less	Increased by 3.3% (4 students)
2.5	Average Daily Attendance rate	2023-2024 Aug-May 7	2024-2025 (P-2)	2025-2026 (P-2)	Increased by at least 1% or	Charter: Decrease 0.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Data)	Charter: 92.81% Elementary: 92.92%	Charter: 91.8% Elementary: 92.5%	Charter: 92.79% Elementary: 89.71%	maintain above 95% *Metric changed, see prompt #4	Elementary: Decrease 3.21%
2.6	Chronic Absenteeism Data (CA Dashboard)	2022-2023 Charter: 24% Elementary: 44%	2023-2024 Charter: 22% Elementary: 25%	2024-2025 Charter: 21% Elementary: 5%	Decrease by 3% annually *Metric changed, see prompt #4	Charter: Improved 3% Elementary: Improved 39%
2.7	Belonging & Peer Collaboration (Youth Truth Survey)	2023-24 3-5: 35% 6-8: 47%	2024-2025 3-5: 38% 6-8: 66%	2025-2026 3-5: 27% 6-8: 32%	Increase 2% each year or maintain 90%+	3-5: Decreased 8% 6-8: Decreased 15%
2.8	FIT Report % facilities that are in "good repair" Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) *Metric changed, see prompt #4	2023-2024 100% 0 *Metric changed, see prompt #4	2024-2025 100% 0 *Metric changed, see prompt #4	2025-2026 100% 0	100% 0 *Metric changed, see prompt #4	Maintained good repair and 0 instances
2.9	School Safety (Youth Truth-% positive rate) Students: ”Do you feel safe during school” or “I feel safe during school”	2023-2024 Student 3-5: 63% 6-8: 57% Parent 88%	2024-2025 Student 3-5: 69% 6-8: 56% Parent 90%	2025-2026 Student 3-5: 61% 6-8: 41% Parent 85% Staff	Increase 2% each year or maintain 90%+	Student 3-5: Decreased 2% 6-8: Decreased 16% Parent Decreased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parents: “My child's learning environment is safe” Staff: “I feel safe at school.”	Staff 86%	Staff 97%	88%		Staff Improved 2%
2.10	School Connectedness (Youth Truth Survey) Overall Category for Engagement	2023-2024 Student 3-5: 92% 6-8: 31 % Parent 66% Staff 82%	2024-2025 Student 3-5: 94% 6-8: 35% Parent 84% Staff 97%	2025-2026 Student 3-5: 87% 6-8: 31% Parent 65% Staff 81%	Increase 2% each year or maintain 90%+	Student 3-5: Decreased 5% 6-8: Maintained Parent Decreased 1% Staff Decreased 1%
2.11	Middle School Dropout Rate (Local Data)	2022-2023 0%	2023-2024 0%	2024-2025 0%	0%	Maintained 0%
2.12	Expulsions (Dataquest)	2022-2023 0	2023-2024 0	2024-2025 0	0%	Maintained 0%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Previous Action 2.1: Meetings/Events (Ongoing Implementation). ELAC meetings and other parent meetings and events were held.
- Previous Action 2.2 Engagement: Student community liaison (Ongoing Implementation). The Student community liaison continues to be a tremendous asset, helping call and connect with families.
- Previous Action 2.3 Community Tools: Maximize communication tools for school to families (Ongoing Implementation). ParentSquare has been incredibly helpful in communicating with families.

- Previous Action 3.1 Discipline Practices: (Ongoing Implementation) Restorative practices and PBIS practices are being implemented .
- Previous Action 3.2 Attendance Communication: (Ongoing Implementation) Messages and reminders about attendance in the welcome back packet letter, principal's newsletter, class newsletters and morning announcements.
- Previous Action 3.3 Attendance Processes: (Ongoing Implementation) We continue to improve and refine our SARB process.
- Previous Action 3.4 Social-Emotional Support: (Ongoing Implementation) Counseling service were provided through November and then transitioned to Behavior Technicians to support additional behavior needs directly in the classroom.
- Previous Action 3.5 PBIS training: (Ongoing Implementation) PBIS team worked to improve PBIS strategies.
- Previous Action 3.6 Behavior Data Analysis: (Ongoing Implementation) We continue to analyze data to inform progress towards our goals/actions/metrics.

Modified Implementation, Implementation Challenges, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these 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:

- Previous Action 2.1 Meetings/Events: Advertisement was expensed above budget.
- Previous Action 2.2 Engagement: No material difference.
- Previous Action 2.3 Community Tools: Maximize communication tools for school to families: Changed website host as it was a more economical option.

- Previous Action 3.1 Discipline Practices: Plan did not come to fruition.
- Previous Action 3.2 Attendance Communication: No material difference.
- Previous Action 3.3 Attendance Processes: No material difference.
- Previous Action 3.4 Social-Emotional Support: Counselor left in early fall and district choose to replace position at this time.
- Previous Action 3.5 PBIS training: PBIS meetings were held multiple times to plan execution of training to students.
- Previous Action 3.6 Behavior Data Analysis. One director resigned mid-year.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

NEW Action 2.1 Safety and Connectedness
PREVIOUS Actions 3.1 Discipline Practices, 3.5 PBIS Training, 3.6 Behavior Data Analysis
Strong systems that promote safety and connectedness create supportive learning environments where students feel secure, valued, and engaged. With consistent attention to physical safety, social-emotional well-being, and positive relationships, attendance, behavior, and

academic outcomes improve—fostering a culture of trust, belonging, and readiness to learn. These actions group together demonstrated strong effectiveness based on the following metrics:

- Decreased Chronic Absenteeism (Metric 2.6)
- Middle School Dropout Rate (Metric 2.11)
- Maintained 0 expulsions (Metric 2.12)

Data demonstrating continued need and areas of extra attention for this action include:

- Suspension Rate increased to the "red level" (Metric 2.4)
- School Safety Survey decreased (Metric 2.9)
- School Connectedness Survey decreased (Metric 2.10)

NEW Action 2.2 Student Engagement
PREVIOUS Actions 3.2 Attendance Communication and 3.3 Attendance Processes
Student engagement increases attendance by strengthening students' sense of belonging, relevance, and connection to learning. When students are actively engaged in meaningful instruction and supportive relationships, they are more likely to attend regularly and participate consistently. These actions group together demonstrated strong effectiveness based on the following metrics:

- Decreased Chronic Absenteeism (Metric 2.6)
- 7% increase (and 4% better than the county) in positive responses to the YouthTruth Student Survey question, "Do you like going to school?" (grades 3-5)

NEW Action 2.3 Social-Emotional Support
PREVIOUS Action 3.4 Social-Emotional Support
Social-emotional supports strengthen students' well-being by building skills in self-awareness, regulation, and relationships. When implemented consistently, these supports improve student behavior, engagement, and academic outcomes while fostering a positive and inclusive learning environment. This action demonstrated strong effectiveness based on the following metrics:

- 3% increase in positive responses to the YouthTruth Student Survey question, "Do you feel like an important part of your school?" (grades 3-5)
- 10% increase (and 10% better than the county) in positive responses to the YouthTruth Student Survey question, "Do you like how your teacher treats you when you need help?" (grades 3-5)
- 10% increase (and 5% better than the county) in positive responses to the YouthTruth Student Survey question, "Does your teacher give you extra help if you need it?" (grades 3-5)
- 13% increase (and 11% better than the county) in positive responses to the YouthTruth Student Survey question, "Do you think your teacher cares about you?" (grades 3-5)
- 7% increase (and 4% better than the county) in positive responses to the YouthTruth Student Survey question, "Do you like going to school?" (grades 3-5)

Data demonstrating continued need and areas of extra attention for this action include:

- Suspension Rate increased to the "red level" (Metric 2.4)
- School Safety Survey (Metric 2.9)
- School Connectedness Survey (Metric 2.10)
- Belonging & Peer Collaboration (Metric 2.7)

NEW Action 2.4 Family Engagement
PREVIOUS Actions 2.1 Meetings/Events, 2.2 Engagement, 2.3 Communication Tools
Family engagement strengthens student success by building strong partnerships between schools and families. When families are informed, involved, and supported, student attendance, engagement, and academic outcomes improve, creating a shared responsibility for learning and well-being. These actions group together demonstrated strong effectiveness based on the following metrics:

- Local Indicator: Parent Engagement (Metric 2.2)
- 3% increase (and 1% better than the county) in positive responses to the YouthTruth Family Survey category "Relationships"
- 21% increase (and 8% better than the county) in positive responses to the YouthTruth Family Survey category "Communication & Feedback"
- 12% increase in positive responses to the YouthTruth Family Survey question, “I feel engaged with my child's school.”

Data demonstrating continued need and areas of extra attention for this action include:

- Parent Survey: Engagement Category (Metric 2.1)
- Parent Input (Metric 2.3)

NEW Action 2.5 Facilities
Well-maintained, safe, and appropriately equipped school facilities support effective teaching and learning by creating environments that are conducive to focus, engagement, and collaboration. Quality facilities enhance student well-being, support instructional delivery, and contribute to improved attendance, academic outcomes, and overall school climate. This action demonstrated strong effectiveness based on the following metrics:

- Maintained 0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies (Metric 2.8)
- Maintained 100% facilities that are in "good repair" (Metric 2.8)

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.

Significant re-organization changes were made to the 2026-2027 LCAP in order to simplify the LCAP document for educational partners.

Changes to PLANNED GOAL

- NEW Goal #2 "Climate and Culture" is the previous goal # 3 "Climate and Culture". Previous goals # 2 " Family Engagement" is now listed as NEW action #2.4 instead of a goal. This consolidation reflects the understanding that family engagement is a key strategy for strengthening overall climate and culture. Given the limited number of metrics used to monitor the former Goal #2, incorporating them within the broader Climate and Culture goal provides greater coherence and clarity for monitoring progress.

Changes to ACTIONS
Existing actions were consolidated into streamlined categories to enable the use of clear, specific metrics for evaluating effectiveness and to improve overall usability of the document. Action language was refined and condensed for clarity, and each action now begins with a clear action verb to emphasize intent, accountability, and measurable outcomes.

NEW Action 2.1 Safety and Connectedness:

- This new action combines previous Actions 3.1 (Discipline Practices), 3.5 (PBIS Training) and 3.6 (Behavior Data Analysis)

NEW Action 2.2 Student Engagement:

- This new action combines previous Actions 3.2 (Communication) and 3.3 (Processes)

NEW Action 2.3 Social-Emotional Support:

- This action is the same as the previous action 3.4 Social-Emotional Support
- "Counseling: 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. " / "Mental Health Support: Utilize psychologist and behavior consultant and behavioral technician to support students." was revised to "Behavioral Supports: Provide support in utilizing social emotional strategies (trauma informed practices, etc) and behavior management strategies (PBIS, etc) (Utilize behavior consultant and behavioral technician to support students.)". Counseling services transitioned to Behavior Technicians to support additional behavior needs directly in the classroom.

NEW Action 2.4 Family Engagement:

- This new action combines previous Actions: 2.1 (Meetings/Events), 2.2 (Engagement), 2.3 (Communication Tools)

NEW Action 2.5 Facilities:

- This new action was created to address the required Facilities Inspection Tool Report metrics.

Changes to METRICS
Metric 2.8 was modified to include both % of facilities that are in good repair, which is a required metric and the "number of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)", which is the metric that is reported on the California Dashboard.

Metrics 2.4-2.12 were previously listed metrics 3.1-3.4 and 3.7-3.11. The following metrics were taken out as they are not required metrics:

- Previous Metric 3.5: 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.
- Previous Metric 3.6: 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.)

Changes to TARGET OUTCOME

- Metric 2.5 was simplified to focus solely on the numeric target.
- Metric 2.6 was simplified to reflect a per year goal outcome
- Metric 2.8 was simplified to focus solely on the numeric target.

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	Safety and Connectedness	• Restorative practices: Provide training to staff in restorative practices or other alternative discipline practices and then implement practices and monitor implementation • Behavior Interventions: Provide support for behavior (PBIS, Buddy program, morning meetings, expectation stations, explicit teaching behavior) • PBIS: Analyze both the in-day PBIS data and the after school behavior. Provide training for both PBIS and restorative practices. Update the PBIS team, increase training opportunities both for the full staff and for the team.	$1,000.00	Yes
2.2	Student Engagement	Implement and explore evidence-based practices to improve the Chronic Absenteeism rate • Messaging: Include messages and reminders about attendance in the welcome back packet letter, principal's newsletter, class newsletters • Communication: 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). • SARB: Leverage the Aeries attendance system to strengthen SARB letters and processes, proactively engage families before SARB thresholds, and coordinate meetings, supports, and programs to improve student attendance—especially for students previously chronically absent.	$8,203.00	Yes
2.3	Social-Emotional Support	Counseling and SEL training • Behavioral Supports: Provide support in utilizing social emotional strategies (trauma informed practices, etc) and behavior management strategies (PBIS, etc) (Utilize behavior consultant and behavioral technician to support students.)	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Outside Agencies: Utilize outside agencies as needed for additional support (such as Petaluma Health Center)		
2.4	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. • Meetings: Advertise and host ELAC/DELAC meetings and events. 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. • Student Community Liaison: 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. • Communication Tools: Utilize parent square, the school website, advertising content and other communication tools that are easy for families to access.	$40,121.00	Yes
2.5	Facilities	Provide and maintain clean and safe school facilities that support student engagement and positive school culture • Ensure facilities are in good repair. • Classified personnel to maintain facilities and conduct FIT reports each year. • Ensure a safe and welcoming school environment	$25,924.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$493,832.00	$61,254

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
28.013%	0.000%	$0.00	28.013%

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	**Action:** Professional Development/ Data Analysis **Need:** Additional training needed to support staff in improving outcomes for English learners and low-income students. CA Dashboard Data indicates a difference between low-income and English Learners compared to all students.	This action addresses the need by providing training to teachers to focused on techniques to improve outcomes for English learners and low-income students (such as Step Up to Writing, Explicit Direct Instruction, K3PP, K3i, etc). This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. As a single-school district and it is implemented for all students. This action will create the opportunity to improve CA dashboard	Academic Indicator for math (Metric 1.1) Academic Indicator for ELA (Metric 1.2) CAASPP Data for math (Metric 1.5) CAASPP Data for ELA (Metric 1.5) Local Data (Metric 1.3 and 1.4)

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	data for low income students, English Learners and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices.	
1.2	**Action:** Support Systems **Need:** Our socioeconomically disadvantaged (SED) students are scoring lower than "all students" for the district in ELA and Math. (Baseline data-2023 CA Dashboard: ELA 56 points below standard, Math 75 points below standard) **Scope:** LEA-wide	This action addresses this need by providing targeted support to support Tier I and Tier II instruction in the classroom, while also have Tier III opportunities outside the classroom to assist with skills. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. As a single-school district and it is implemented for all students. This action will create the opportunity to improve CA dashboard data for low income students, English Learners and Foster Youth because the support structures are designed to address these student groups' identified needs.	Academic Indicator for math (Metric 1.1)- SED Academic Indicator for ELA (Metric 1.2)- SED CAASPP Data for math (Metric 1.5) CAASPP Data for ELA (Metric 1.5) Local Data (Metric 1.3 and 1.4)
2.1	**Action:** Safety and Connectedness **Need:** According to the California Department of Education (CDE), "A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to	This action addresses the need by providing Restorative practices, behvaior interventions, and PBIS. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. As a single-school district and it is implemented for all students. This action will create the opportunity to improve suspension rate data for low income students because restorative practices, behavior intervention and PBIS are specifically designed to address these student groups' identified needs.	Suspension Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.6) School Safety (Youth Truth Survey) (Metric 2.9) School Connectedness (Youth Truth Survey) (Metric 2.10)

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
	violence—in addition to helping them achieve academically. Decreasing suspension rate is a prioritized need. On the 2023 CA Dashboard "All students" and "Socioeconomically disadvantaged" students were at the "Red" performance level. **Scope:** LEA-wide		
2.2	**Action:** Student Engagement **Need:** As part of California's Whole Child Model, student engagement is a key component and the desire is that" Students are actively engaged in learning and are connected to the school and broader community." Our Chronic Absenteeism Rate is higher than the state average for "all students." On the 2023 CA Dashboard Chronic Absenteeism Rate for Socioeconomically disadvantage students was at the "Orange" performance level at was 24% and considered "VERY HIGH" based on the state matrix. **Scope:** LEA-wide	This action addresses the need by strengthening communication with families and collaborating with the full support team to identify the underlying reasons for student absences, allowing targeted strategies to be implemented to improve attendance. This action is provided on an LEA-wide basis to maximize impact in improving engagement data for all students. As a single-school district and it is implemented for all students. This action will create the opportunity to improve chronic absenteeism for low-income students and English Learners because the action is designed to address these student groups' identified needs based on educational partner feedback.	Chronic Absenteeism Rate (Metric 2.6) Attendance Rate (Metric 2.5) School Connectedness (Youth Truth Survey) (Metric 2.10)

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
2.3	**Action:** Social-Emotional Support **Need:** "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people. 2023 CA Dashboard: Suspension Rate for Socioeconomically disadvantaged students was at the "Red" performance level **Scope:** LEA-wide	This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes. This action is provided on an LEA-wide basis to maximize impact in improving Social-Emotional data for all students. As a single-school district and it is implemented for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because Social-emotional learning is specifically designed to address these student groups' identified needs.	Suspension Rate (Metric 2.4) Chronic Absenteeism Rate (Metric 2.6) Belonging & Peer Collaboration (Metric 2.7) School Connectedness (Youth Truth Survey) (Metric 2.10) Youth Truth % Positive "When I'm feeling upset, I know some ways to make myself feel better."
2.4	**Action:** Family Engagement **Need:** Research shows that increased parent involvement in a child's education has a direct	This action addresses the need by supporting families and encouraging involvement to help increase family engagement (through our student community liaison, communication platform and various meetings).	Overall Category of Engagement on Youth Truth (Metric 2.1) Local Indicator-Parent and Family Engagement (Metric 2.2)

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
	impact on the student's academic success. Educational partner engagement sessions with families and staff have demonstrated a need for family engagement event. In addition, our Chronic Absenteeism Rate is higher than the state average for "all students" **Scope:** LEA-wide	This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. As a single-school district and it is implemented for all students. This action will create the opportunity to improve family engagement for low income, English Learners and Foster Youth families because the action is designed to address these families identified needs.	Efforts to seek parent input in decision making (Metric 2.3) Chronic Absenteeism Rate (Metric 2.6)

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
1.3	**Action:** English Learner Support **Need:** “California's mission for English Learners is "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California."	This action addresses the need by fully developing and improving our English learner programming and by providing the support necessary for improving outcomes for English Learners.	English Learner Progress Indicator (Metric 1.8) Academic Indicator for math (Metric 1.1)- EL Academic Indicator for ELA (Metric 1.2)- EL Long-term English Learners (LTEL) (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our English Learners (EL) are scoring lower than "all students" for the district in ELA and Math. (Baseline data-2023 CA Dashboard: ELA 60 points below standard, Math 86 points below standard). On the 2024 CA Dashboard our English Learner Progress indicator decreased 10%, and went from green to orange. **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.

Action 2.3 Social-Emotional Support: 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.

"LCFF FUNDS OVERVIEW FOR DISTRICT AND CHARTER.
LCFF base funds and supplemental grant funds are made up allocations for Cinnabar Elementary School District and Cinnabar Charter. "

Cinnabar Elementary School District: LCFF Base Funds - $606,659 Supplemental/Concentration Grant - $62,777 Additional 15 percent LCFF Concentration -$7,630 Percentage to Increase or Improve Services- 10.35%
Cinnabar Charter: LCFF Base-$1,156,198 Supplemental Grant -$ 431,055 Additional 15 percent LCFF Concentration -$53,624 Percentage to Increase or Improve Services 37.28%
Combined Total: LCFF Base Funds -$1,762,857 Supplemental Grant - $493,832 Additional 15 percent LCFF Concentration -$61,254 Percentage to Increase or Improve Services - 28.01%

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

2026-27 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	$1,762,857.00	$493,832.00	28.013%	0.000%	28.013%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$577,498.00	$754,410.60	$1,000.00	$60,118.00	$1,393,026.60	$778,663.00	$614,363.60

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	$10,000.00	$0.00			$10,000.00	$10,000.00	
1	1.2	Support Systems	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	$140,438.00	$104,332.60	$144,305.00	$100,465.60			$244,770.60	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$283,052.00	$32,461.00	$301,543.00	$13,970.00			$315,513.00	
1	1.4	Special Education Services	Students with Disabilities	No			All Schools	Ongoing	$171,726.00	$467,230.00	$0.00	$592,542.00		$46,414.00	$638,956.00	
1	1.5	Implementation of the Standards	All	No			All Schools	Ongoing	$108,539.00	$0.00	$83,666.00	$21,169.00		$3,704.00	$108,539.00	
2	2.1	Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,000.00	$0.00			$1,000.00		$1,000.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,203.00	$0.00	$8,203.00				$8,203.00	
2	2.3	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00			$0.00	
2	2.4	Family Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$39,781.00	$340.00	$39,781.00	$340.00			$40,121.00	

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
			Low Income			Low Income										
2	**2.5**	Facilities	All	No			All Schools	Ongoing	$25,924.00	$0.00	$0.00	$25,924.00			$25,924.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,762,857.00	$493,832.00	28.013%	0.000%	28.013%	$493,832.00	0.000%	28.013 %	**Total:**	$493,832.00
								LEA-wide Total:	$192,289.00
								Limited Total:	$301,543.00
								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	$0.00	
1	1.2	Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools All grades at different levels, based on need.	$144,305.00	
1	1.3	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$301,543.00	
2	2.1	Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,203.00	
2	2.3	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$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 (%)
2	2.4	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,781.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$933,878.00	$736,816.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development/ Data Analysis	Yes	$14,500.00	$13,939.00
1	**1.2**	Intervention	Yes	$236,870.00	$184,766.00
1	**1.3**	Supplemental Materials	Yes	$20,201.00	$18,605.00
1	**1.4**	Extended Learning	Yes	$107,862.00	$ 67,141.00
1	**1.5**	Support Systems	Yes	$28,037.00	$24,495.00
2	**2.1**	Meetings/Events	Yes	$17,300.00	$19,168.00
2	**2.2**	Engagement	Yes	$46,786.00	$47,577.00
2	**2.3**	Communication Tools	Yes	$2,746.00	$500.00
3	**3.1**	Discipline Practices	Yes	$5,100.00	$663.00
3	**3.2**	Attendance Communication	Yes	$9,836.00	$9,836.00
3	**3.3**	Attendance Processes	Yes	$10,450.00	$9,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Social-Emotional Support	Yes	$114,565.00	$32,125.00
3	3.5	PBIS training	Yes	$852.00	$1,055.00
3	3.6	Behavior Data Analysis	Yes	$6,776.00	$3,250.00
4	4.1	EL Intervention Team	Yes	$263,601.00	$252,236.00
4	4.2	EL Programming	Yes	$39,620.00	$29,207.00
4	4.3	EL Interventions	Yes	$8,776.00	$22,503.00

2025-26 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)
$628,165.00	$779,907.00	$736,826.00	$43,081.00	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/ Data Analysis	Yes	$4,500.00	$13,939.00	0%	0%
1	1.2	Intervention	Yes	$161,740.00	$184,776.00	0%	0%
1	1.3	Supplemental Materials	Yes	$20,201.00	$18,605.00	0%	0%
1	1.4	Extended Learning	Yes	$107,862.00	$67,141.00	0%	0%
1	1.5	Support Systems	Yes	$6,000.00	$24,495.00	0%	0%
2	2.1	Meetings/Events	Yes	$2,300.00	$19,168.00	0%	0%
2	2.2	Engagement	Yes	$46,786.00	$47,577.00	0%	0%
2	2.3	Communication Tools	Yes	$2,746.00	$500.00	0%	0%
3	3.1	Discipline Practices	Yes	$5,100.00	$663.00	0%	0%
3	3.2	Attendance Communication	Yes	$9,836.00	$9,836.00	0%	0%
3	3.3	Attendance Processes	Yes	$10,450.00	$9,750.00	0%	0%
3	3.4	Social-Emotional Support	Yes	$83,761.00	$32,125.00	0%	0%
3	3.5	PBIS training	Yes	$852.00	$1,055.00	0%	0%

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	**3.6**	Behavior Data Analysis	Yes	$6,776.00	$3,250.00	0%	0%
4	**4.1**	EL Intervention Team	Yes	$263,601.00	$252,236.00	0%	0%
4	**4.2**	EL Programming	Yes	$39,620.00	$29,207.00	0%	0%
4	**4.3**	EL Interventions	Yes	$7,776.00	$22,503.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,215,714.00	$628,165.00	2.889%	31.239%	$736,826.00	0.000%	33.255%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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