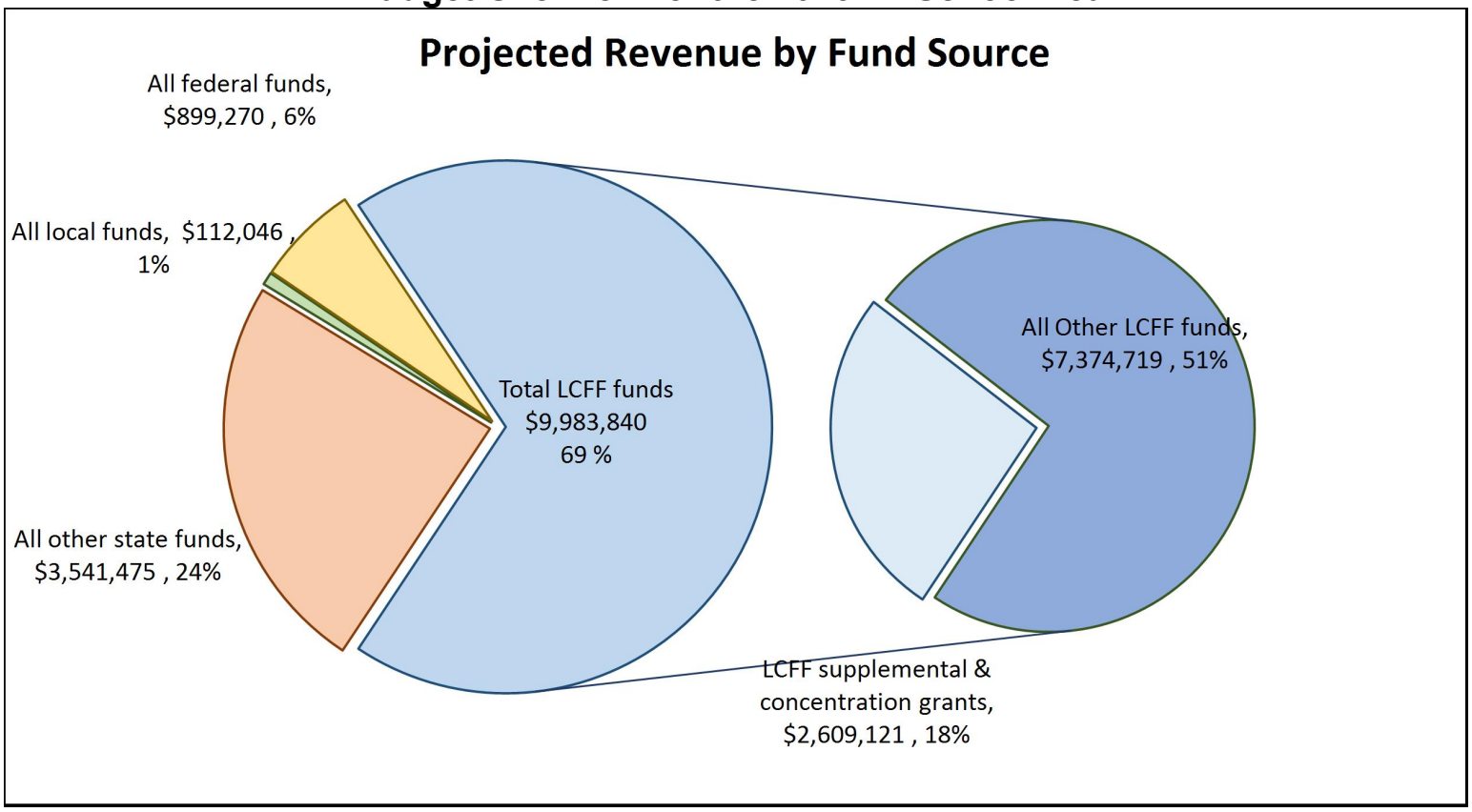
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kidinnu Academy
CDS Code: 37679910139394
School Year: 2026-27
LEA contact information:
Christin Barkas
Executive Director
cbarkas@kidinnu.com
619-938-4864

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

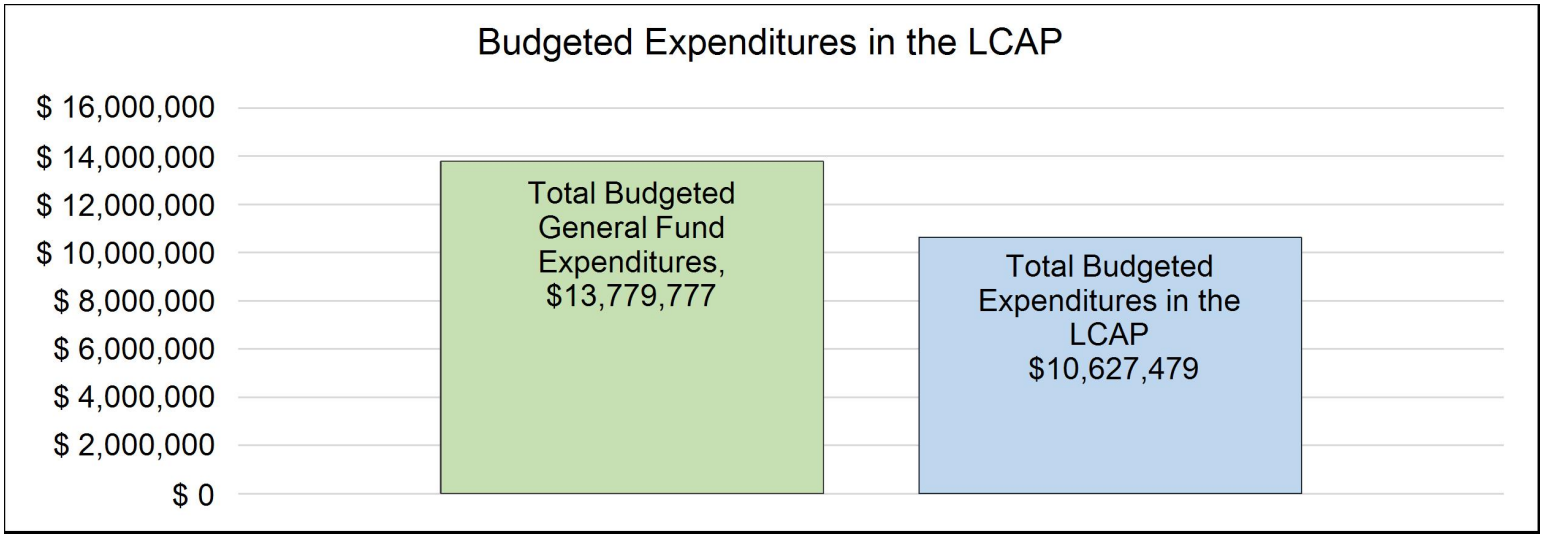


This chart shows the total general purpose revenue Kidinnu Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kidinnu Academy is $14,536,631, of which $9,983,840 is Local Control Funding Formula (LCFF), $3,541,475 is other state funds, $112,046 is local funds, and $899,270 is federal funds. Of the $9,983,840 in LCFF Funds, $2,609,121 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 Kidinnu Academy 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: Kidinnu Academy plans to spend $13,779,777 for the 2026-27 school year. Of that amount, $10,627,479 is tied to actions/services in the LCAP and $3,152,298 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

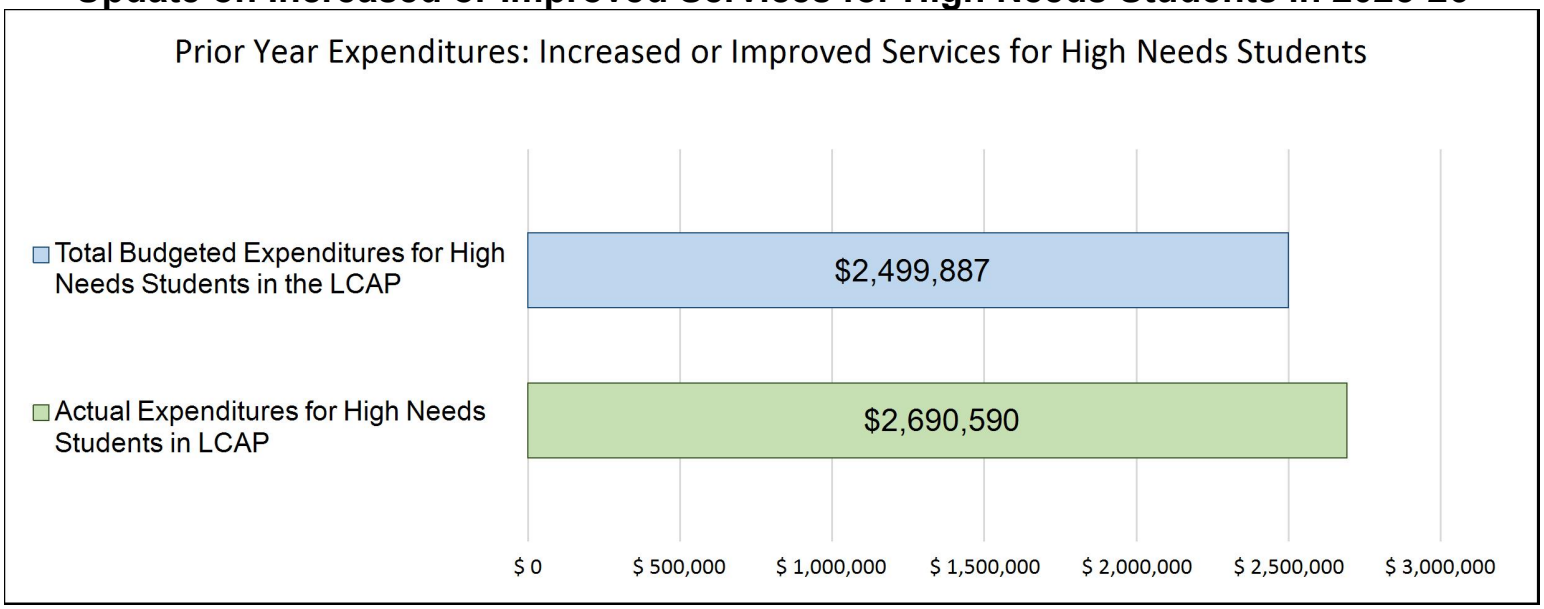
Legal fees, Consulting Services fees and contracts, oversight fees, Depreciation and Building improvements expenses

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

In 2026-27, Kidinnu Academy is projecting it will receive $2,609,121 based on the enrollment of Foster Youth, English learner, and low-income students. Kidinnu Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kidinnu Academy plans to spend $3,649,617 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 Kidinnu Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kidinnu Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kidinnu Academy's LCAP budgeted $2,499,887 for planned actions to increase or improve services for high needs students. Kidinnu Academy actually spent $2,690,590 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kidinnu Academy	Christin Barkas Executive Director	cbarkas@kidinnu.com 619-938-4864

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.

Kidinnu Academy is a LEA that currently serves TK - 8th grade at three locations, Kidinnu Academy North with approximately 280 TK - 4th grade students, Kidinnu Academy Central with approximately 70 TK - 2nd grade students, and Kidinnu Academy South with approximately 160 5th - 8th grade students.

Our current student body is comprised of 54% English Language Learners (note: TK students are no longer included in this percentage), 89% socio-economically disadvantaged, and 14% students with disabilities. Over 92% of our students are counted in our unduplicated pupil percentage. The primary language of our students is Arabic and/or Chaldean. At Kidinnu Academy, our school vision is to empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them, as life long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance and inclusion, and excellence.

We are committed to developing life long learners and promoting academic excellence. To achieve our student goals, we will expose children to hands on, authentic, collaborative learning experiences. We focus on the whole child by promoting social-emotional learning. In order to enhance student learning, we offer small class sizes with increased adult to student ratios. We believe that all children can excel.

Kidinnu Academy values parent involvement in their child's education. We believe that every child develops academic and social skills through a shared responsibility of school, parents, and community. Parents are strongly encouraged to take an active part in our school through supporting their child at home, parent engagement opportunities, and participation in school-wide events. The school culture

focuses strongly on teaching students four basic principles, "Be Safe, Be Responsible, Be Respectful, Be Kind." Our PBIS (positive behavior intervention systems) are established to explicitly teach students behavior expectations and reward them for making positive choices.

The curriculum is standards-based and designed to awaken students curiosity and engagement. We want students to be joyful learners who take pride in their personal accomplishments and adopt a growth mindset.

Reflections: Annual Performance

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

Academic Achievement
Kidinnu Academy continues to demonstrate exceptional academic outcomes, earning national recognition from U.S. News & World Report, which awarded the school Gold "Best Elementary Schools 2026" and "Best Charter School 2026" — placing Kidinnu Academy within the top 20% of charter schools in California. On the 2025 CA Dashboard, Kidinnu Academy's All Students ELA score of 9.0 points below standard (Yellow) reflects a meaningful improvement of 7.6 points from the prior year — outpacing the state's improvement of 5.1 points and landing essentially on par with the state average of 8.1 below standard. Notably, the school's ELA performance has improved dramatically over time, moving from 20.8 below standard in 2022 to 9.0 below standard in 2025 — a gain of nearly 12 points across three years.

All five local indicators — Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study — are rated "Standard Met." Every teacher at Kidinnu Academy holds a clear credential (100%), outperforming the county average of 85.9% and the statewide average of 82.5%. Zero students lack access to their own copies of standards-aligned instructional materials for use at school and at home, and zero facilities deficiencies have been identified.

Kidinnu Academy has also achieved Full Implementation and Sustainability (a rating of 5 out of 5) across professional learning, instructional materials, and policy and program support for ELA, ELD, Mathematics, and Next Generation Science Standards — demonstrating a deeply embedded and sustainable instructional foundation.

ELA Growth & Trajectory
Kidinnu Academy's ELA growth trajectory is a compelling story of accelerating improvement. The school's All Students ELA distance from standard has improved each measured year: 20.8 below in 2022, 16.6 below in 2023, and 9.0 below in 2025 — the school's strongest result on record. This improvement is not isolated to one subgroup; 73.1% of all students improved their ELA score from the prior year, earning an overall growth rating of Average. Socioeconomically disadvantaged students showed particularly notable growth, improving 8.2 points — the highest improvement of any subgroup tracked — and recently reclassified English Learners demonstrated the highest improvement rate of any group at 76.9%.

English Learner Progress — A Standout Strength
One of Kidinnu Academy's most significant strengths on the 2025 Dashboard is English Learner Progress, where the school earned a "Green" rating — the highest color category — with 45.7% of EL students making progress toward English proficiency. This result not only exceeds the state average of 46.4% (rated Yellow) but represents a 6.3% increase from the prior year, compared to the state's essentially flat 0.7% change. In ELA, Kidinnu Academy's current English Learners scored 25.5 below standard (Yellow) — dramatically outperforming

the state's ELL cohort at 59.9 below standard, a difference of more than 34 points. The school serves a substantially higher proportion of English Learners (58% of enrollment) than the state average of 17.4%, making this outcome all the more remarkable.

Closing the Achievement Gap
Kidinnu Academy has made meaningful progress in narrowing achievement gaps for historically underserved student groups. Socioeconomically disadvantaged students — who represent 89.8% of enrollment — scored 12.7 below standard in ELA (Yellow), compared to the state's SED cohort at 35.3 below standard, a difference of more than 22 points. In Math, Kidinnu Academy's SED students scored 34.2 below standard, compared to the state's 72.9 below — a gap of nearly 39 points in the school's favor. Across both ELA and Math, no student subgroup at Kidinnu Academy scored in the Red — the lowest performance category — on the 2025 Dashboard.

Science
Kidinnu Academy earned a "Green" rating in Science, with All Students scoring 45.9 points above standard — outperforming the state's Yellow-rated score of 52.6 above standard. This result increased by 2.9 points from the prior year, further reinforcing the school's strength in STEM instruction.

School Climate & Attendance
Kidinnu Academy's school climate data reflects the school's deep commitment to knowing every child. The school's chronic absenteeism rate is just 2.0% — rated "Green" — compared to the state rate of 17.1% (Yellow). English Learner students at Kidinnu Academy had an even lower chronic absenteeism rate of 0.8% (Blue), compared to the state ELL rate of 18.1%. Socioeconomically disadvantaged students showed a rate of just 1.7% (Green), compared to the state's 21.7% for the same group. The school's suspension rate earned a "Blue" rating — the highest possible — at just 0.2%, with the rate for socioeconomically disadvantaged students at 0.0% (Blue). These figures stand in strong contrast to the state's overall suspension rate of 2.9%.

Student and parent climate survey data further confirms a safe, connected, and welcoming environment. At Kidinnu North, 96% of TK–1st grade students reported feeling safe at school, and 93% reported liking school. Among 2nd–3rd grade students, 89% reported feeling safe most or all of the time, 93% said their teacher knows and cares about them, and 94% reported that behavior expectations are clear. At Kidinnu South, 94% of students reported feeling safe most or all of the time, and 90% reported strong teacher-student relationships. Across both campuses, zero parents reported that their child felt unsafe.

Parent engagement is equally strong: 100% of families are connected to the school's communication system, over 98% participated in fall parent conferences, and over 90% of parents reported learning new skills or strategies to support their children at home. The school's Parent and Family Engagement indicator is rated "Standard Met," with multiple sub-areas rated Full Implementation and Sustainability.

Qualified Staff & Instructional Foundations
Kidinnu Academy's instructional foundation is exceptionally strong. Every teacher holds a clear credential (100%), above both the county (85.9%) and state (82.5%) averages. The school has achieved Full Implementation and Sustainability in professional learning and instructional materials alignment for ELA, ELD, Mathematics, and Next Generation Science Standards. Leadership development practices — including identifying professional learning needs of individual and groups of teachers and providing targeted support — are all rated at the highest level of Full Implementation and Sustainability.

Whole-Child Programming
Beyond academic outcomes, Kidinnu Academy provides an enriching, whole-child educational experience. All students participate in a TK–7th grade robotics program developing engineering and coding skills. A heritage language program serves all 2nd–7th grade students in both Chaldean and Spanish. The school is also partnering with developers to build a language application aimed at preserving the endangered Chaldean Aramaic language — a program with both local impact and global significance. The school's Access to a Broad Course of Study indicator is rated "Standard Met," with 100% of students offered standards-aligned materials and no barriers to access identified.

Reflections: Technical Assistance

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

NA, Kidinnu Academy is not in technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Board Members	Board Meetings including ongoing progress monitoring on student data, Public Hearing on April 16, 2026
Kidinnu Academy Central, North, and South Parents	Annual Survey provided in both Arabic and English, Parent Coffees, ELAC/PAC, SSC, Leadership Team
Staff including Certificated and Classified Personnel	Bi-monthly Teacher Meetings, Bi-monthly Teacher 1:1 Coaching, Monthly Aide Meetings, Weekly Office Meetings, Weekly Leadership Meetings, Annual Survey
Kidinnu Academy Central, North, and South Students	Class Meetings with Leadership, Annual Surveys

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

Kidinnu Academy approaches the development of its Local Control and Accountability Plan as a shared responsibility among the school, families, staff, students, and the community. Consistent with our belief that every child develops academic and social skills through this partnership, we engaged educational partners through structured, recurring, and accessible opportunities throughout the 2025–26 year. These touchpoints informed the goals, actions, and budget priorities reflected in this plan.

Our Board of Directors engaged in the development of the LCAP through regular Board Meetings that included ongoing progress monitoring of student outcome data, allowing members to review performance trends and guide priorities throughout the year. The Board also held a Public Hearing on April 16, 2026, providing a formal opportunity for community input prior to adoption.

Parents at all three campuses—Central, North, and South—were engaged through multiple channels designed for meaningful participation. An annual survey was provided in both Arabic and English to ensure accessibility for our predominantly Arabic- and Chaldean-speaking families, removing language as a barrier to voice. Parents also participated through Parent Coffees, the English Learner Advisory Committee and Parent Advisory Committee (ELAC/PAC), the School Site Council (SSC), and Leadership Team conversations. These forums surfaced

family priorities around student safety, communication, parent training, and engagement opportunities, with survey participation reaching 99% at North and 98% at South.

Staff, including both certificated and classified personnel, contributed through an embedded structure of regular collaboration. Certificated staff engaged via bi-monthly teacher meetings and bi-monthly 1:1 coaching sessions, while classified staff participated through monthly aide meetings and weekly office meetings. Weekly Leadership Meetings provided ongoing instructional and operational input, and an annual staff survey captured broader perspectives. These recurring structures allowed educators closest to instruction to shape decisions about academic programming, professional learning, and student support.

Students at all three campuses were engaged directly through Class Meetings with Leadership and annual student surveys. These opportunities gave students a voice in the conditions that affect them most—school safety, climate, and connection—and confirmed that the large majority of students feel safe, known, and cared for by their teachers.

The feedback gathered through these processes directly shaped the adopted LCAP. Staff and family input reinforced the continued investment in small class sizes, credentialed teachers, and intervention supports under our academic goal. Climate and parent survey results affirmed the value of PBIS, parent engagement programming, and whole-child supports reflected in our engagement-focused goals. Across campuses, partners also identified the need to establish baseline data at our newer Central campus, an action now built into our monitoring plan. Through these consistent and inclusive structures, Kidinnu Academy ensured that the voices of its Board, parents, staff, and students are reflected throughout this plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance student performance outcomes and achievement through a MTSS model that provides first, best tier one instruction and tier 2 and 3 targeted interventions and comprehensive support systems.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

By implementing these strategies and monitoring progress through the metrics of priorities 4 and 8, we aim to create a supportive learning environment that empowers students to achieve their full potential and fosters a culture of academic excellence within our school community. The metrics and actions are grouped together as the data is aligned with the measurable outcomes for these actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance STAR Assessment Data, ELA--Early Literacy and Reading	56.25% of Kidinnu Academy TK - 6th grade students scored proficient on the Early Literacy or Reading assessment.	Trimester Two Data--Students meeting or exceeding grade level expectations: North: 60.87% South: 48.62% Trimester Three Data--Students meeting or exceeding grade level expectations: North: 62.84% South: 51%	Trimester Two Data--Students meeting or exceeding grade level expectations: Central: Early Literacy: 49% Reading: 56% North: Early Literacy 60% Reading: 56% South: 56%	A minimum of 65% of students will score in the proficient range.	Our student data indicates that we are approaching our target of 65%. ELA proficiency has increased by 1.75% as compared to the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Overall Proficiency at the end of the year = 58%	Trimester Three Data--Students meeting or exceeding grade level expectations: Central: Early Literacy: 71% Reading: TBD% North: Early Literacy: 56% Reading: 66% South: 58% Overall Proficiency at the end of the year = %		
1.2	Renaissance STAR Assessment Data, Math	64.6% of Kidinnu Academy 2nd - 6th grade students scored proficient on the Math assessment.	Trimester Two Data--Students meeting or exceeding grade level expectations North: 68.32% South: 64.64% Trimester Three Data--Students meeting or exceeding grade level expectations: North: 71.42% South: 57% Overall Proficiency at the end of the year = 64.5%	Trimester Two Data--Students meeting or exceeding grade level expectations: Central: 69% North: 77.6% South: 61% Trimester Three Data--Students meeting or exceeding grade level expectations: Central: TBD% North: 78% South: 62%	A minimum of 65% of 2nd - 7th grade students will score in the proficient range.	Our student data indicates that our students are meeting or exceeding the 65% goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Overall Proficiency at the end of the year = %		
1.3	CAASPP ELA % Standard Met or Exceeded	37.84% of Kidinnu Academy students scored "met or exceeded" in ELA on the 22 - 23 CAASPP. In comparison, our authorizing district, Cajon Valley had 33.42% score "met or exceeded" and the state of California had 46.66% score "met or exceeded".	46.05% of Kidinnu Academy students scored "met or exceeded" in ELA on the 23-24 CAASPP. In comparison, our authorizing district, Cajon Valley had 31.78% score "met or exceeded" and the state of California had 47.04% score "met or exceeded".	51.55% of Kidinnu Academy students scored "met or exceeded" in ELA on the 24-25 CAASPP. In comparison, our authorizing district, Cajon Valley had 31.67% score "met or exceeded" and the state of California had 48.82% score "met or exceeded".	Our goal is to outperform both our authorizing district, Cajon Valley, and the state of California.	ELA performance has increased 13.71% as compared to the baseline.
1.4	CAASPP Math % Standard Met or Exceeded	36.49% of Kidinnu Academy students scored "met or exceeded" in Math on the 22 - 23 CAASPP. In comparison, our authorizing district, Cajon Valley had 24.05% score "met or exceeded" and the state of California had 34.62% score "met or exceeded."	42.76% of Kidinnu Academy students scored "met or exceeded" in ELA on the 23-24 CAASPP. In comparison, our authorizing district, Cajon Valley had 22.56% score "met or exceeded" and the state of California had 35.54% score "met or exceeded".	38.66% of Kidinnu Academy students scored "met or exceeded" in Math on the 24-25 CAASPP. In comparison, our authorizing district, Cajon Valley had 22.62% score "met or exceeded" and the state of California had 37.30% score "met or exceeded".	Our goal is to outperform both our authorizing district, Cajon Valley, and the state of California.	Math performance has increased by 2.17% as compared to the baseline.
1.5	Broad Course of Study as reported in course schedule	100% of students are provided with a broad course of study.	100% of students are offered a broad course of study.	100% of students are offered a broad course of study.	100% of students are offered a broad course of study.	There is no difference from the baseline as 100% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						continue to be offered a broad course of study.
1.6	English Learner Progress Indicator	35.1% of English Language Learners advanced at least one proficiency level as indicated on the 2023-24 CA Dashboard.	39.4% of English Language Learners advanced at least one proficiency level as indicated on the 2023-24 CA Dashboard.	45.7% of English Language Learners advanced at least one proficiency level as indicated on the 2025 CA Dashboard.	Our goal is to increase the level of progress each year as shown on the CA Dashboard growth over time metric.	EL results have increased by 10.6% since 23-24.
1.7	Sufficient access to standards aligned instructional materials	100% of students were provided with Common Core and NGSS aligned materials.	100% of students were provided with Common Core and NGSS aligned materials.	100% of students were provided with Common Core and NGSS aligned materials.	100% of students are provided with Common Core and NGSS aligned materials.	There is no difference from the baseline as 100% of students continue to be offered a broad course of study.
1.8	Physical Fitness Test	100% of applicable students participated in the annual state fitness test.	100% of students took the PFT assessment.	100% of students took the PFT assessment in 2025-2026.	100% of applicable students will participate in the annual state fitness test.	100% of students took the PFT assessment.
1.9	High Quality Staff	94% of our teachers are highly qualified and appropriately assigned.	100% of our teachers are highly qualified and appropriately assigned.	100% of our teachers are highly qualified and appropriately assigned.	100% of our teachers will be highly qualified and appropriately assigned.	Teacher qualifications and assignments has increased by 6% as compared to the baseline.

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.

This was a year of meaningful growth and continued investment across all three campuses. Kidinnu Academy's third campus—Central—opened its doors, extending the school's MTSS model, instructional systems, and student support structures to a new community of learners. At the same time, North and South campuses continued to build on prior years of implementation, with results that reflect the compounding effect of sustained, coherent effort.

Instruction remained the central lever. Every teacher received bi-monthly coaching grounded in classroom observation, lesson planning support, and data analysis—a structure that has now been in place long enough to produce the kind of teacher growth that shows up in student outcomes. CAASPP ELA performance rose to 51.55%, a 13.71% increase from the 2022–23 baseline of 37.84%, outperforming both Cajon Valley (31.67%) and the state of California (48.82%). This improvement did not happen by accident—it reflects deliberate, ongoing investment in teacher practice through coaching, collaboration, and UDL implementation.

English Learner outcomes were a particular bright spot. The EL Progress Indicator reached 45.7%, up 10.6% from the prior year, driven by the integration of Thinking Maps and Write From the Beginning across all classrooms, the continued use of World of Wonders, Wonders, and StudySync as a coherent ELA/ELD curriculum sequence, and the sustained presence of Literacy Coaches and EL/Intervention teachers at each campus. These investments in structured language development—across reading, writing, speaking, and listening—are producing results for students who need the most intentional support.

Math progress was positive but more modest. CAASPP Math performance reached 38.66%, a 2.17% increase from the baseline—and above both the district (22.62%) and the state (37.30%). Renaissance STAR Math data shows stronger gains in daily instruction, with North campus reaching 77.6% proficiency in Trimester 2 and Central at 69%. The gap between local assessment results and CAASPP performance is a signal worth examining, and math instructional practice has been identified as a priority focus for the coming year as a result.

Beyond the academic core, students at all campuses had access to a full range of enrichment and intervention opportunities: before- and after-school tutoring for students performing below grade level, heritage language classes in grades 2–7, and robotics from TK through 8th grade. These programs reflect the school's conviction that a rigorous, well-rounded education—one that honors students' cultural identities and builds their curiosity alongside their academic skills—is a commitment, not an afterthought. Implementation proceeded as planned across all actions, with no substantive deviations from what was described in the prior year's 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.

There were no material differences between budgeted and actual expenditures.

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

The specific actions implemented under Goal 1 produced measurable results, with most proving effective and a few areas warranting continued attention.

Action 1.1 – Highly Qualified Teachers: Highly effective. Teacher qualifications increased from 94% to 100%, a foundational condition that supported the academic gains seen across all other metrics. CAASPP ELA scores rose 13.71% from baseline (37.84% to 51.55%), outperforming both Cajon Valley and the state. CAASPP Math increased 2.17% from baseline (36.49% to 38.66%), also outperforming the district. Maintaining 100% placement of credentialed, appropriately assigned teachers is directly linked to these results.

Action 1.2 – Professional Development: Effective, with room for growth in math. Bi-monthly coaching cycles, classroom observations with feedback, and structured PD days supported consistent instructional improvement. UDL integration broadened student access across subjects. However, the contrast between ELA gains (13.71%) and Math gains (2.17%) on CAASPP suggests future PD should place greater emphasis on math-specific instructional strategies, particularly for EL and low-income students.

Action 1.3 – EL and Socioeconomically Disadvantaged Student Support (Instructional Aides): Effective. Flexible small-group and individual aide support is well-matched to a population that is over 90% low-income. Renaissance STAR data shows continued growth across campuses, and the LEA-wide scope of this action is appropriate given that the vast majority of students qualify under one or more unduplicated subgroups.

Action 1.4 – Students with Disabilities Support: Effective for service delivery and legal compliance. Students with IEPs and 504 plans received required services. The expenditures reflects Kidinnu's commitment to this population. Future analysis should examine IEP goal attainment data to move beyond compliance monitoring toward measuring academic impact.

Action 1.5 – Common Core and NGSS Aligned Instructional Materials: Effective. 100% access to standards-aligned materials was maintained across all three years. No gap from baseline is expected or concerning, as this is a maintenance metric. The adoption of Wonders/Study Sync, Bridges, CollegePrepMath, and Inspire Science supported consistent, standards-based instruction.

Action 1.6 – Assessment Measures (Renaissance): Effective for unduplicated student groups. Timely Renaissance assessment data enabled teachers to identify learning gaps and adjust instruction for EL, Foster Youth, and Low Income students. Student completion of assessments serves as the monitoring metric, and this action directly enables the data-informed practices described in Actions 1.12 and 1.24. Next year, we will consider changing the District benchmark (currently comparing our students to students in the nation) to a more rigorous level so that is a better indicator of student's performance on state assessments.

Action 1.7 – Intervention Supports (MTSS/RTI): Effective in framing the instructional model and providing additional support to our most struggling students. The MTSS structure itself is functioning—evidenced by the EL Progress Indicator gains and Renaissance data trends—but future planning should consider whether this action's budget reflects the true cost of differentiated intervention across three campuses.

Action 1.8 – ELD (Thinking Maps / Write From the Beginning): Highly effective for EL students. This action directly addressed all four language domains. The EL Progress Indicator increased from 35.1% to 45.7%—a 10.6% gain since 23-24—reflecting meaningful English

language growth. Structured visual thinking tools combined with explicit writing instruction proved especially valuable for newcomers and students at lower ELPAC proficiency levels.

Action 1.9 – Integrated ELA/ELD Curriculum (World of Wonders / Wonders / StudySync): Effective. The curriculum sequence created a coherent instructional progression from TK through 8th grade. EL proficiency rates serve as the monitoring metric, and positive trends are visible across years. This action works in tandem with Action 1.8 to provide both the framework (Thinking Maps) and the content vehicle (Wonders) for language development.

Action 1.10 – Personalized, Differentiated Materials (ST Math, Beable, Lexia): Effective, with strongest impact visible in daily progress data. Renaissance STAR Math results—North campus at 77.6% in Trimester 2, Central at 69%—reflect stronger skill development than CAASPP results alone would suggest. The lag between skill-building and standardized test performance is expected, and this action should be sustained to realize continued CAASPP growth.

Action 1.11 – Personalized EL Materials (Lexia English): Effective. At $56,016.43, this was one of the larger contributing expenditures, and the EL Progress Indicator results (45.7% of ELs advancing at least one proficiency level) indicate it is producing results. Lexia English's personalized approach to listening, speaking, and reading addresses individualized EL needs that whole-class instruction cannot fully meet.

Action 1.12 – Data Analysis System (Multiple Measures): Effective as an operational enabler. Centralizing student data in one location allowed for efficient monthly reporting and subgroup-level analysis. This action multiplies the effectiveness of Actions 1.6, 1.13, and 1.24 by ensuring that assessment data translates into timely instructional decisions.

Action 1.13 – Teacher Release for Assessment Administration: Effective. A minimum of three release days per teacher for administering CORE, Phonics Inventories, and other local assessments gave teachers firsthand knowledge of individual reading performance. Given that over 90% of students fall within unduplicated subgroups, the prioritization of this release time for those students is well-justified and directly supports Tier placement and instructional differentiation.

Action 1.14 – Intervention and EL Support (Literacy Coach / Reading-EL Intervention Teacher): Highly effective. This action produced some of the strongest results in the LCAP. Literacy Coaches and Reading/EL Intervention Teachers at each campus provided progress monitoring, small-group instruction, and classroom teacher PD. The 13.71% ELA CAASPP gain and the 10.6% EL Progress Indicator improvement are closely connected to the intensity and quality of support these staff members provide. At $267,615.50, this is among the highest-return investments in the plan.

Action 1.15 – Intervention and Tutoring Programs: Effective. Before- and after-school tutoring extended instructional time for students performing below grade level. Attendance rosters serve as the monitoring metric. Disaggregating outcome data for tutoring participants in future reporting would strengthen the ability to evaluate this action's direct academic impact.

Action 1.16 – Student Access to Technology (Home Devices): Effective. Providing devices to 100% of South campus students and approximately 70% of North campus students ensured continuity of access to blended learning platforms outside of school. Parent-reported learning alongside their children reflects an additional, unanticipated benefit for family engagement.

Action 1.17 – Technology in the Classroom (Chromebooks, Displays, Teacher Tech): Effective. Classroom technology infrastructure—1:1 Chromebooks, teacher iPads and laptops, projectors—enabled the delivery of blended instruction and student engagement with digital content. This action serves as a prerequisite for the effectiveness of Actions 1.10 and 1.11.

Action 1.18 – ELA Reading Resources (Leveled Readers, Decodable Texts): Effective for EL literacy development. Providing differentiated, high-quality texts at students' independent and instructional levels supported the Wonders curriculum and Thinking Maps implementation. The $20,148.80 expenditure ensured all classrooms had literature matched to EL proficiency levels, which is essential for building reading fluency and comprehension in a second language.

Action 1.19 – Peer Coaching and Feedback: Effective. Structured peer observation and feedback through the E3 evaluation system leveraged teachers as instructional resources for one another. With an explicit focus on strategies for EL, Foster Youth, and low-income students, this action reinforced UDL practices and created a professional culture of shared accountability for student outcomes.

Action 1.21 – Early Literacy Resources (Heggerty / UFLI): Effective, with room to grow. Small-group and individual aide support using structured phonics programs served TK–2 students and EL newcomers. Renaissance STAR Early Literacy data for Central campus (49%) indicates that this campus has not yet reached the 65% proficiency target and suggests this action should be continued and, if possible, expanded at Central to close the gap with North campus results.

Action 1.22 – Parent Resources and Professional Development: Effective. Parent training on CCSS, SEL, and home support strategies strengthened the partnership between families and the school. This investment in low-income families reflects the school's recognition that parent engagement is a key lever for student success. Monitoring the percentage of parents attending training will be important for evaluating reach and impact over time.

Action 1.23 – Healthy Lifestyles and PE Programming: Effective. All applicable students participated in the Physical Fitness Test across all three years, meeting the 100% target. Contracting with PE providers at each campus ensured students—particularly those in urban areas with limited safe outdoor access—received consistent fitness instruction. This action supports student health and wellbeing in ways that contribute to academic readiness.

Action 1.24 – Teacher Collaboration and Professional Development (Early Release Mondays): Effective. Twice-monthly collaborative time focused on student subgroup data analysis created regular cycles of reflection and instructional adjustment. Combined with August PD, this structure ensured that decisions about EL, Foster Youth, and low-income students were grounded in current data rather than assumptions—a practice that is visible in the consistent upward trends across multiple metrics. Next year, these collaboration times will follow a more consistent protocol to provide clarity and ensure that the student experience aligns with the Kidinnu model in all classrooms.

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.

While the overall goal, metrics, and target outcomes remain unchanged, several actions have been refined for the coming year based on reflections from prior practice and the effectiveness analysis above.

Action 1.2 – Professional Development (Budget and Focus Adjustment): Professional development proved effective in supporting consistent instructional improvement through bi-monthly coaching cycles, classroom observations, and structured PD days. However, the contrast between ELA CAASPP gains (13.71%) and Math gains (2.17%) makes clear that future PD must place greater emphasis on math-specific instructional strategies. For the coming year, the PD calendar will explicitly include at least one dedicated math-focused PD day, with coaching cycles incorporating a greater share of math classroom observations. Designated sessions will address conceptual understanding, academic language in math, and differentiated math instruction for EL students, rather than treating math and ELA PD as interchangeable.

Action 1.4 – Students with Disabilities (Outcome Monitoring Added): Service delivery for students with IEPs and 504 plans has been consistent and legally compliant. To move beyond compliance monitoring toward measuring academic impact, this action will now include IEP goal attainment rates as a supplemental monitoring metric alongside service delivery compliance. This will provide a clearer picture of academic progress for students with disabilities and allow for more targeted support planning.

Action 1.7 – Intervention Supports (Budget Increase): The MTSS structure is functioning—evidenced by EL Progress Indicator gains and Renaissance data trends—but the current $9,000 material allocation is insufficient to support the full scope of Tier 2 and Tier 3 intervention being delivered across three campuses. For the coming year, this budget will be increased to better reflect the actual cost of intervention materials and consumables. The action description will also be updated to more specifically identify the intervention resources being purchased and the student populations served at each tier.

Action 1.15 – Intervention and Tutoring Programs (Outcome Monitoring): Before- and after-school tutoring has been effective in extending instructional time for students performing below grade level. To strengthen this action and better evaluate its direct academic impact, tutoring programs will now collect pre- and post-assessment data for participating students in addition to tracking attendance rosters. This will allow the school to determine whether tutoring is producing measurable gains and to adjust staffing, scheduling, or focus areas accordingly.

Action 1.21 – Early Literacy Resources (Expansion at Central Campus): Structured phonics programs using Heggerty and UFLI have proven effective for TK–2 students and EL newcomers; however, Renaissance STAR Early Literacy data for Central campus (49%) indicates this campus has not yet reached the 65% proficiency target. For the coming year, early literacy support at Central will be expanded to increase the frequency and intensity of small-group phonics instruction. Additional instructional aide time dedicated to early literacy at Central will be considered during budget planning, and classroom observation data will be used to ensure fidelity of implementation across all sites.

South Campus: Action 1.27 – Middle School Athletics/Sports: A new action will be added at South campus to provide middle school students with opportunities to participate in organized sports, supporting student engagement, wellbeing, and school connectedness.

Action 1.29--Math Intervention Teacher: We recognize that our students struggle with reading and writing as mathematicians. Also, that some of our older students continue to have academic gaps as it related to missing foundational elements of their instruction during the pandemic. A math interventionist will be able to provide targeted support to students.

Central Campus (All Actions): The Central campus opened this year and is now fully operational alongside North and South campuses. All actions under Goal 1 are being implemented at Central at the same level of support provided to the other two campuses. Budget allocations for personnel-based actions (1.1, 1.3, 1.13, 1.14, 1.15, 1.19, 1.21, 1.22) have been adjusted to reflect the staffing and resources required to serve students at Central. Year 1 data from Central—including Renaissance STAR Early Literacy (49%) and Math results—will serve as the

baseline for this campus going forward, and support will be calibrated based on how Central's outcomes compare to North and South as the year progresses.

Next Steps: Instructional Audit and Math Vision Implementation
An instructional audit conducted at our elementary campuses this year assessed the current state of classroom instruction, identified strengths, and surfaced areas where practice needs to be strengthened and made more consistent. Findings are informing professional development priorities, coaching focus areas, and resource decisions for the coming year. The audit confirmed that while strong pockets of practice exist across campuses, meaningful variability in instructional rigor remains—particularly in mathematics—and that greater coherence in planning and delivery is needed across educator teams.

In response, a central next step for the coming year is a deepened, school-wide commitment to collaborative educator teams as the primary vehicle for improving instruction. Teacher teams will use collaboration time—including early release Mondays and dedicated PD days—to plan backwards from standards, analyze student work, align on instructional approaches, and hold one another accountable for consistent implementation of rigorous, grade-level tasks. This work will be supported and monitored through the coaching cycle, with Literacy Coaches and the administrative team using classroom observation data to track fidelity and follow up with targeted support.

Math instruction is a particular focus of this next-steps work. Kidinnu Academy's vision for mathematics holds that every student is a capable mathematician who deserves to experience mathematics as meaningful, joyful, and worthy of their curiosity. In our classrooms, students engage daily with rigorous, standards-based tasks rooted in real-world contexts—exploring, investigating, and playing with mathematical ideas through hands-on tools, technology, and collaborative problem solving—while explaining their thinking, defending their reasoning, revising their mistakes, and representing understanding in multiple ways. Teachers make this possible through intentional, backwards-designed planning that unpacks standards into clear access points, incorporates all levels of rigor and depth of knowledge, attends explicitly to mathematical practices, and uses student work as the primary driver of instructional decisions. Underpinning all of this is a coherent vertical progression—where teachers deeply understand what came before and what comes next—ensuring every student receives grade-level content, develops mathematical identity and confidence, and builds the habits of mind to persevere, generalize, and think like a mathematician across their entire educational journey.

Realizing this vision will require educator teams to move beyond pacing compliance and toward genuine instructional alignment—planning together, teaching with shared clarity about what rigorous math looks like at each grade level, and using student data to continuously refine their approach. Professional development, coaching, and collaboration structures in the coming year will be explicitly designed to build this capacity across all three campuses.

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	Highly qualified teachers	Ensure 100% of teachers are appropriately placed and highly qualified	$3,626,612.00	No
1.2	Professional Development	Provide ongoing staff development for teachers to strengthen their knowledge of CCSS, History-Social Science, NGSS, STEAM, and social-emotional content and learning. For the coming year, professional development will include a dedicated math-focused PD day addressing conceptual understanding, academic language in mathematics, and differentiated math instruction for English Learners. Coaching cycles will incorporate a greater share of math classroom observations, with feedback explicitly tied to the school's math instructional vision: backwards-designed planning, all levels of rigor and depth of knowledge, attention to mathematical practices, and use of student work as the primary driver of instructional decisions.	$64,180.40	No
1.3	English Language Learner and Socioeconomically Disadvantaged Student Support	To optimize learning for EL, R-FEP, and low income students, district will provide additional instructional aide support in classrooms for small group/individual support and intervention.	$605,278.00	Yes
1.4	Students with Disabilities Support	To optimize learning for students with disabilities, the district will provide additional services and instructional aide time. Effectiveness will be evaluated using both service delivery compliance and IEP goal attainment rates, ensuring that monitoring moves beyond legal compliance to measure actual academic progress for students with disabilities.	$883,388.08	No
1.5	Common Core and NGSS Aligned Instructional Materials	Teachers will use Common Core aligned ELA and Math programs. Teachers will use NGSS aligned science materials.	$59,704.54	No
1.6	Assessment Measures	Teachers will use Renaissance assessments to progress monitor and ensure that students within each subgroup are making adequate progress.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Intervention Supports	Utilize MTSS strategies to differentiate curriculum for students in classrooms across Tier 1, Tier 2, and Tier 3 levels of support. Intervention materials and resources will be allocated across all three campuses to reflect the actual scope of differentiated support being delivered. Specific intervention resources, student populations served at each tier, and campus-level deployment will be documented annually to ensure budget alignment with implementation."	$40,000.00	Yes
1.8	English Language Development	Kidinnu Academy is a Thinking Maps school. Provide professional development on Thinking Maps, Write From the Beginning, and Path to Proficiency. The consistent use of Thinking Maps coupled with verbal practice and writing implementation will support our English Language Learners to develop their English levels.	$27,039.56	Yes
1.9	English Language Development	Utilize an integrated ELA and ELD curriculum.	$61,241.98	Yes
1.10	Personalized, Differentiated Materials	Utilize blended learning programs to personalize learning and effectively meet the academic needs of student subgroups.	$40,000.00	Yes
1.11	Personalized, Differentiated Materials	Utilize blended learning programs to effectively meet the English language needs and enhance student progress in EL levels.	$34,645.20	Yes
1.12	Data Analysis and Segregation by Student Subgroups	Utilize a data analysis system that allows all relevant student data to be housed in one location. This will allow the school to efficiently monitor student progress, more specifically the progress of each student subgroup.	$11,820.00	Yes
1.13	Teacher Release for Assessment Administration and Analysis	Provide teacher release days to administer reading assessments including CORE, Phonics Inventories, and other local assessments to monitor student progress.	$168,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Intervention and EL Support	Employ a Literacy Coach and Reading/English Learner Intervention Teacher at both campuses to provide ongoing progress monitoring, data collection, and intervention/small group support for ELL. In addition, these individuals will provide professional development to classified and certificated staff to ensure that ELs receive high quality classroom instruction.	$423,144.00	Yes
1.15	Intervention Support	Develop intervention and tutoring programs, including appropriate staffing, to best meet the needs of struggling students. Programs will collect pre- and post-assessment data for all tutoring participants to measure academic impact and inform adjustments to staffing, scheduling, and instructional focus. Attendance rosters will continue to be maintained alongside outcome data.	$64,180.40	Yes
1.16	Student Access to Technology	Provide technology for students to access programs at home.	$75,415.20	Yes
1.17	Technology in the Classroom	Provide teachers will access to high quality classroom technology to promote student learning and students' development of 21st century skills. Equip each classroom with 1:1 student Chromebooks.	$53,022.71	Yes
1.18	ELA Reading Resources	To support ELL language development, reading fluency, and comprehension, purchase leveled readers, phonics books, decodable readers, literature circle books, and whole class texts.	$15,000.00	Yes
1.19	Peer Coaching and Feedback	As part of our GRIT educator coaching and evaluation system, provide certificated staff with opportunities to provide peer feedback and support, specifically as related to foster youth, English learners, and low-income students.	$218,531.00	Yes
1.21	Early Literacy Resources	Based on teacher input and research, implement early literacy programs for grades TK-2 universally and other grades as needed to support	$13,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		newcomers and students performing in the novice or somewhat developed proficiency levels as determined by the ELPAC.		
1.22	Parent Resources and PD	Provide resources to parents, particularly low income families, to promote literacy and math development and support at home. Provide training to parents on relevant topics including CCSS, how they can best support their child, SEL, and other topics as indicated by parents.	$51,228.00	Yes
1.23	Healthy Lifestyles and PE Programming	Contract with a PE provider to ensure that all students get access to a well-rounded fitness program that promotes a joy for fitness and optimal health while exposing students to diverse sports and games	$112,000.00	Yes
1.24	Teacher Collaboration and Professional Development	Utilize early release Mondays and staff PD days to examine student subgroup trends and collaboratively discuss instructional best practices and next steps for student subgroups. Collaboration time will be structured to support backwards-designed planning, student work analysis, and shared instructional alignment — particularly in mathematics — as educator teams work to implement the school's math instructional vision with consistency across all three campuses. Findings from the instructional audit will be used to focus team collaboration on identified areas of variability and to build coherence in the delivery of rigorous, grade-level instruction.	$26,038.49	Yes
1.25	GRIT Educator Coaching and Professional Growth	Fully implement Kidinnu Academy's G.R.I.T. model so that all educators receive consistent feedback and support in Universal Designed Learning.	$223,589.00	Yes
1.26	GRIT Implementation	Based on feedback from staff, employ Assistant Principal(s) to ensure GRIT systems are sustainable and consistent.	$339,349.00	Yes
1.27	Middle School Athletics/Sports	Provide opportunities for South students to participate in organized sports teams.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.28	PD Opportunities for EL/Intervention Team	Provide professional development to further develop our EL/intervention teams capacity in implementing best practices for English Language Learners.	$24,285.00	Yes
1.29	Math Intervention	Provide math intervention to close academic gaps for struggling mathematicians.	$120,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure that the staff and facility as well as the courses offered are safe, accessible, and prioritized for all learners and of the highest quality.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school climate and physical environment need to be conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	"Facility Inspection Tool" levels as reported in the School Accountability Report Card	FIT levels have been "good" or "exemplary" in all areas. Needed repairs and maintenance has occurred in a timely manner.	FIT levels for both campuses are "good" or "exemplary" in all areas. Needed repairs and maintenance occurred in a timely manner.	FIT levels for Kidinnu Academy Central, North, and South are "good" or "exemplary".	All areas in the FIT will be in "good" or "exemplary" condition.	There is no difference between baseline and year 1 outcomes.
2.2	Suspension and Expulsion Rates as reported in Powerschool	Suspension and expulsion rates have been "0".	Current Suspension and Expulsion Data North Campus Suspension = 0 Expulsion = 0	Current Suspension and Expulsion Data Central Campus Suspension = 0 Expulsion= 0	Suspension and expulsion rates at less than 3% of total students.	District-wide expulsions remain at zero and suspensions stay low — under 1% at North, under 5% at South. Rather than signaling a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			South Campus Suspension = <1% of students Expulsion = 0	North Campus Suspension = <1% of students Expulsion = 0 South Campus Suspension = <5% of students Expulsion = 0		behavior problem, these figures reflect a shift from baseline toward consistent, structured accountability: clear expectations, fair consequences, and students kept in school. Continuing to apply firm, fair consequences will further strengthen a positive, well-ordered climate across all three campuses.
2.3	School Climate Survey--student's sense of safety as reported in annual student and parent survey	97% of parents responded to our North Campus annual parent survey, 94.2% of parents responded to our South Campus annual parent survey. 100% of students responded to school climate surveys and/or participated in class discussions where they had an opportunity to share their feelings about personal safety and campus safety North Campus	North Campus % of parents responding: 99% Students felt safe--all or most of the time = 91.3% usually = 8.7% rarely or never = 0% South Campus % of parents responding: 85% Students felt safe--all or most of the time = 91%	Central Campus % of parents responding: 90% Students felt safe--all or most of the time = 91.4% usually = 8.6% rarely or never = 0% % of students responding: 92% Students felt safe--all or most of the time = 90.4% usually = 9.6% rarely or never = 0%	The annual survey will demonstrate that over 80% of students and parents report that students feel safe "most or all the time".	Overall, student perception of safety remains positive across all three campuses, with the large majority reporting they felt safe "all or most of the time." Combining the "all or most" and "usually" responses, between 97% and 100% of students at each campus indicated they felt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students felt safe all or most of the time = 91.2% usually = 8.3% rarely or never = <1% South Campus Students felt safe all or most of the time = 90.1% usually = 9.9% rarely or never = 0%	usually = 9% rarely or never = 0%	North Campus % of parents responding: 94% Students felt safe--all or most of the time = 97.7% usually = 2.3% rarely or never = 0% % of students responding: 93% Students felt safe--all or most of the time = 76.7% usually = 21.8% rarely or never = 1.4% South Campus % of parents responding: 100% Students felt safe--all or most of the time = 98.3% usually = 0% rarely or never = 1.7% % of students responding: 100 % Students felt safe--all or most of the time =85.3 % usually = 11.8%		safe during the school year. Parent perception remains especially strong and consistent, with approximately 91–98% of parents at every campus reporting their child felt safe "all or most of the time."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				rarely or never = 2.5%		

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.

Student Safety, Facilities, and Well-Being at Kidinnu Academy
All planned student safety and facility improvements were successfully implemented. These measures contributed to a safe and supportive learning environment by ensuring that students had access to appropriate classroom space, furniture, materials, and academic resources necessary for success.

Mental Health and Wellness Support
Our mental health initiatives are still in progress. Due to staffing changes during the year, we were unable to provide consistent counseling services to all students, which was a significant gap. Addressing this issue will be a priority for the upcoming school year.

Despite this challenge, classroom teachers and site administrators actively promoted student well-being through the implementation of our Positive Behavioral Interventions and Supports (PBIS) model. Each classroom held daily class meetings that focused on teaching self-regulation, social skills, and problem-solving strategies. Additionally, site administrators led daily whole-school morning meetings that reinforced mental health and wellness topics.

Nutrition and Physical Health
To support students' physical well-being, Kidinnu Academy provided breakfast in the classroom and nutritious lunches to all students. Every classroom had access to fresh, cold drinking water, and all campuses were equipped with communal drinking fountains and water bottle filling stations.

Qualified physical education teachers were present at all campuses, providing students with regular instruction in athletic skills, movement, and team sports. This contributed to students' physical development and encouraged healthy, active lifestyles.

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

There were no material differences between budgeted and actual expenditures.

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

Impact on Student Learning, Health, and Well-Being
The implementation of safety, facility, mental health, and wellness measures had a positive impact on students across multiple areas of development.

Safe and Supportive Learning Environments
By ensuring that classrooms were safe, well-equipped, and fully resourced, students were able to focus on learning without distractions or safety concerns. Access to appropriate furniture, materials, and learning tools created an environment conducive to academic success and engagement.

Mental Health and Social-Emotional Growth
Although consistent counseling services were not available throughout the year, the daily classroom meetings and whole-school morning gatherings provided important support for students' mental health. These structured routines helped students build self-awareness, emotional regulation, communication, and conflict resolution skills. The emphasis on PBIS and classroom community also contributed to a positive school climate, where students felt supported and valued.

Physical Health and Readiness to Learn
Providing daily breakfast, healthy lunches, and easy access to clean drinking water ensured that students' basic nutritional needs were met. Well-nourished and hydrated students are more alert, focused, and ready to learn throughout the school day.

Physical Development and Active Lifestyles
With qualified physical education teachers at all campuses, students received consistent instruction in movement, fitness, and sportsmanship. These experiences supported not only physical health but also teamwork, discipline, and confidence.

Together, these efforts contributed to the development of well-rounded students—healthy in body and mind, emotionally supported, and academically prepared to succeed.

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

No changes are being made to the planned goals, metrics, target outcomes, or actions for the coming year. Our data confirms that the actions in this goal are the right levers: facilities remained at "good" or "exemplary" across all three campuses, expulsions stayed at zero, suspensions held within our Year 3 target, and parent confidence in student safety stayed strong at 91–98% district-wide. These outcomes indicate that Social Emotional Learning, PBIS, and student mental health support are well-matched to our students' needs and are producing results.

Where outcomes softened — most notably the decline in students at North reporting they felt safe "all or most of the time" — the issue was implementation consistency rather than the actions themselves. A mid-year staffing change interrupted the continuous counseling envisioned in our Student Mental Health action, leaving a gap in Tier 2 and Tier 3 support. Rather than changing course, our focus for the coming year is

to implement these proven actions with greater fidelity: restoring consistent counseling coverage, sustaining daily PBIS and class-meeting routines, and extending the same level of support to our new Central campus so that all three sites benefit equally.

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	Social Emotional Learning	Utilize the CASEL Framework to provide classroom lessons and support in social emotional learning in the 5 main areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Teachers will receive training and support via Monday training, 1:1 coaching with classroom observations and feedback, collaborative conversations, and counseling check ins in order to support each student's SEL development.	$10,000.00	No
2.2	Positive Behavior Intervention Supports--School Climate	Implement our PBIS model, explicitly teaching and reinforcing our school principles of Be Safe, Be Respectful, Be Responsible, and Be Kind as well as our PRIDE (positivity, respect, integrity, determination, excellence) characteristics.	$15,000.00	No
2.3	Student Mental Health	Employ school counselors to provide tier one--classroom meetings/trainings, tier two--small group, and tier three--individual mental health support. For tier two and three support, priority will be given to students within one of the student subgroups.	$215,497.00	Yes
2.4	Student Mental Health Resources	Equip each classroom with a mental health toolkit / calm down corner to help students "take time" for themselves and regulate emotions.	$13,000.00	Yes
2.5	Student Mental Health Resources	Develop a SEL resource library with student appropriate picture and chapter books organized by specific topics and areas of needed support. Resources can be checked out by teachers to use during class meetings or to support individual students who are struggling socially or emotionally.	$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Resources can also be provided to families, specifically low income families who may not have access to resources to deal with student trauma or social emotional issues.		
2.6	Trauma Informed Care and Resources	Staff often have students who are struggling with traumatic events that they have not ever been exposed to. In order to better equip our staff with resources and ideas about how to best navigate difficult situations that students are experiencing, provide additional counselor time and support. Counselors will be able to support with resources including their time. Mental health support can be given to parents, staff, and/or students.		No
2.7	Staff Wellness	Establish a staff wellness committee to plan and organize staff community building and wellness activities. A staff that has collective efficacy, a belief that their collaborative efforts will have a positive effect on students, boasts one of the strongest effect sizes on student achievement cited by Hattie. Also, the healthier you are as a human being the more capable you are to support others.	$12,000.00	No
2.8	Student Leadership Structures	Establish student leadership groups with representatives from each student subgroup to maintain a positive school climate and culture. Train and empower them to share strengths, challenges, and ideas to better uplift the school culture.	$3,000.00	Yes
2.9	Facility Maintenance	Maintain the overall cleanliness and sanitation of the school campus through custodial, groundskeeping, pest, and trash/recycling services.	$114,000.00	No
2.10	Facility Maintenance/Student Safety	Provide ongoing repairs and maintenance as indicated by the FIT and periodic safety inspections	$12,287.03	No
2.11	Classroom Supplies to Maximize Learning	Equip all classrooms with the necessary tools, supplies, and material needed to optimize learning	$14,900.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Student Wellness	Implement our school's wellness program to ensure that all students receive the state required health screenings (vision/hearing) and have access to fresh, clean water and healthy food choices.	$451,228.52	Yes
2.13	Student Safety	To maximize student safety, maintain cameras, fence heights, privacy screening, sun screens, and other safety related systems and materials.	$36,000.00	No
2.14	Student Safety--Annual Trainings and Requirements	Provide staff with the appropriate training to ensure they are prepared to provide first aide and CPR. As needed, provide additional training on supporting the health needs to students or staff. Ensure appropriate equipment and resources are available on campus to support these initiatives.	$4,680.00	No
2.15	Parent Feedback and Input	Provide multiple opportunities for parents, particularly parents of English learners, foster youth, and low-income students, to participate on campus and provide meaningful feedback to the school.	$15,000.00	Yes
2.16	Adequate Facilities	Ensure sufficient and adequate facility space for classroom and school use	$1,207,343.87	No
2.17	Adequate Facilities/Student Safety	Restripe the playground to create safe play zones for the students.	$25,000.00	No
2.18	Adequate Facilities/Student Safety	Create a "peaceful playground" space that has appropriate learning/interactive space and allow for creativity, interactive play, and age appropriate task engagement.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.19	Adequate Facilities/Playground Supplies	Provide adequate playground supplies to maximize student safety and engagement.	$14,000.00	No
2.20	Classroom Furniture	To optimize learning for English Learners and low income students, district will equip classrooms with furniture that will allow for small group differentiation and designated ELD support	$50,000.00	Yes
2.21	Student Mental Health	Utilize a SEL program to provide targeted support to students. Teach students coping skills, resiliency strategies, and problem solving skills in a systematic, supportive manner.	$11,997.60	Yes
2.22	Planning and Collaboration Space	Per staff feedback, identify quiet staff spaces where community building, collaboration, and confidential meetings can be conducted.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support and provide necessary activities and systems to enhance school climate, as well as community and family engagement to make learning safe and accessible for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed to ensure that all students have access to a learning environment that is based on input and participation of a wide array of stakeholders including students, family, and community members as well as ensure that the school climate is safe and accessible for all learners. The metrics and actions were grouped together as they are similar in scope and provide the broadest lens of data to measure outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate as reported in Powerschool and on attendance reports	P1 and P2 attendance reports were over 97% ADA.	Overall P1 attendance data is 97.52 and P2 attendance data is 97.4%	P1 Attendance Central: 98.17% North: 98.5% South: 97.59% P2 Attendance Central: 98.05% North: 98.32% South: 97.71%	Maintain ADA equal or above 97%	Attendance rates continue to be over 97%
3.2	Parental involvement as reported on the annual parent survey.	97% of parents responded to our Kidinnu Academy North annual parent survey and 94.2% of parents	% of parents who responded to annual survey North: 99%	% of parents who responded to our annual survey Central: 90% North: 94%	Continue having high levels of 80% or better for parent involvement as evidenced by	Parent survey results exceeded the baseline and exceeded the target at both

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responded to our Kidinnu Academy South parent survey. Over 90% of parents attended our Fall Parent Conferences.	South: 85% % of parents who attended Fall parent conferences North: 98.82% South: 87%	South: 100% Parent involvement and attendance at Fall Parent Teacher Conferences were: Central: 99% North: 99.29% South: 98%	participation in our annual survey.	campuses. Attendance and participation at Fall Parent Conferences exceeded baseline by 9% at Kidinnu Academy North and was less than baseline by 3% at Kidinnu Academy South.
3.3	Chronic Absenteeism Rates	Chronic absenteeism for this year is <1%.	Chronic absenteeism rates for this year are 1.39%.	Chronic absenteeism rates for this year are < than 1%.	3% or less of students will be chronically absent	Our chronic absenteeism rate continues to be very low.

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.

Goal 3 was carried out as planned across all active campuses, with implementation expanding this year to include the newly opened Central campus. Attendance, family engagement, enrichment programming, and afterschool clubs were delivered at North, South, and Central, giving a third community of students access to the school climate and whole-child supports that have defined Kidinnu Academy since its founding.

Attendance remained a strength. ADA held above 97% at all three campuses across both reporting periods, with North reaching 98.5% in P1 and Central performing above both North and South in P1 at 98.17%. Chronic absenteeism increased slightly from the prior year (1.39% vs. less than 1% baseline) but remained well below the 3% target, reflecting that the attendance systems in place — daily family check-ins, SARB referrals, and independent study processes — are functioning effectively.

Parent engagement remained high, though with some variation across campuses. The annual parent survey drew 99% participation at North and 99.29% attendance at Fall Parent-Teacher Conferences, with South at 98%. Survey data for Central was not yet fully captured in the metrics table and will be established as a baseline for future years. The school's consistent investment in community events and family-facing programming continued to generate strong participation from a predominantly low-income, immigrant community.

Enrichment programming — including robotics, PE, heritage language classes in Chaldean and Spanish, and a wide array of afterschool clubs (art, science, volleyball, basketball, soccer, martial arts, cooking, dance, music, violin, and piano) — was offered at no cost to all students. For socioeconomically disadvantaged students, who represent over 90% of enrollment, these programs provide access to experiences that would otherwise be out of reach. The one area of partial implementation was counseling support: a counselor was employed for only a portion of the year, resulting in a minor budget underspend and a gap in consistent student mental health support that warranted attention.

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

There were no material differences between budgeted and actual expenditures. The only minor difference was in the area of counseling support. We only employed a counselor for a portion of the year.

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

Action 3.1 – Student Engagement and Attendance: Highly effective. ADA exceeded the 97% minimum target at all three campuses across both reporting periods — North reached 98.5% in P1 and 98.32% in P2, Central hit 98.17% in P1 and 98.05% in P2, and South held at 97.59% and 97.71%. The combination of daily family phone calls, SARB referrals, and independent study options provided a graduated response system that kept chronic absenteeism at 1.39% — a slight increase from the sub-1% baseline but well below the 3% target. The 30% secretary time allocated to attendance tracking (Measure Ed) is functioning as designed. The $112,570.08 total expenditure (personnel and non-personnel) is appropriate given the scope of attendance monitoring across three campuses.

Action 3.2 – Broad Course of Study (Hands-On, Project-Based Learning): Effective, though difficult to evaluate in isolation. Project-based, collaborative, learner-centered instruction is embedded in daily classroom practice and supported by the coaching and PD systems described in Goal 1. The $0 cost reflects that this action is delivered through existing instructional time and personnel rather than a standalone program. The absence of a specific monitoring metric beyond general classroom observation limits the ability to formally evaluate fidelity. Adding a structured classroom observation protocol tied to this action would strengthen accountability.

Action 3.3 – Broad Course of Study (Field Trips): Effective. At $34,730.19, this action provided low-income students with real-world learning experiences — including class field trips ($1K per class), outdoor education, and the DC trip — that are not otherwise accessible to this population. The field trip schedule serves as the monitoring metric. For over 90% of students who qualify for free or reduced lunch, exposure to places, institutions, and experiences outside the immediate community is a meaningful equity investment. This action should be continued and, where possible, expanded.

Action 3.4 – Broad Course of Study (Enrichment Programs: Robotics, Art, Music, Language): Effective. At $60,000 total ($25K LCFF, $35K Other State), this action funded enrichment programming — including robotics, art, music, and heritage language classes in Chaldean and Spanish — for all students across all campuses. These programs directly address the whole-child vision of the school and are especially significant for students whose families cannot afford private enrichment. No specific monitoring metric is listed beyond general participation, which is a gap. Student participation rosters by program should be added as a formal monitoring metric.

Action 3.5 – Broad Learning Opportunities (Afterschool Clubs): Highly effective. At $538,052.77 — the largest single expenditure in Goal 3 — this action funded a wide array of afterschool clubs (art, science, volleyball, basketball, soccer, martial arts, cooking, dance, music, violin, and piano) at no cost to students. Playtime Pros contracted services and hourly teacher and aide pay through ELOP funds supported consistent, high-quality programming. Club rosters serve as the monitoring metric, and the breadth of offerings reflects genuine responsiveness to student interest. For low-income students, these clubs represent the primary and often only access to structured extracurricular programming. This action should be sustained at full funding and extended to Central campus with comparable offerings.

Action 3.6 – Parent Engagement (Community Events): Effective. Parent survey participation reached 99% at North and annual conference attendance reached 99.29% at North and 98% at South — exceeding the 80% target by a wide margin. The action carries no standalone cost because parent engagement is funded and tracked through Goal 2, which is appropriate given the overlap. Central campus baseline data for parent survey participation will be important to establish in the coming year. This action should explicitly add Central campus tracking to the monitoring metric.

Action 3.7 – Broad Learning Opportunities (21st Century Technology): Effective for low-income students. At $30,000, this action funded access to cutting-edge technology resources beyond the classroom device infrastructure described in Goal 1. Student sign-in logs and schedules serve as the monitoring metric. The internal note references a potential makerspace — this warrants formal consideration given the school's robotics programming and the demonstrated student interest in STEM. If a makerspace is developed, the monitoring metric and budget should be updated accordingly to reflect the commitment.

Action 3.8 (Counseling Support — Partial Implementation): Partially effective due to a staffing gap. Two counselors were employed for only a portion of the year, resulting in inconsistent student access to mental health and social-emotional support. Given that over 90% of students are socioeconomically disadvantaged — a population with elevated exposure to stressors including poverty, housing instability, and immigration-related stress — consistent counseling access is not optional. This action requires corrective attention: a full-year counseling commitment, explicit caseload expectations, and a defined monitoring metric tied to student access rates and referral outcomes.

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.

While the goal, metrics, and target outcomes for Goal 3 remain unchanged, several actions have been refined based on the effectiveness analysis above and on observed gaps in implementation.

Action 3.2 – Broad Course of Study (Monitoring Metric Added): This action currently has no formal monitoring metric beyond general classroom expectations. For the coming year, a structured classroom observation protocol aligned to project-based, collaborative learning will be added as the monitoring metric. Administrators and coaches will use a shared observation rubric at least twice per semester to assess fidelity of hands-on, learner-centered instruction across all classrooms and all three campuses.

Action 3.4 – Enrichment Programs (Monitoring Metric Added): Participation rosters by program (robotics, art, music, Chaldean, Spanish) will be added as a formal monitoring metric. Enrollment data will be collected at the start of each semester to assess student access by campus and grade level, and to identify any programs where participation is lower than expected so that outreach or scheduling adjustments can be made.

Action 3.5 – Afterschool Clubs (Central Campus Expansion): The Central campus opened this year and is now receiving afterschool programming. The action description and budget will be updated to explicitly reflect Central campus implementation. Club rosters will be maintained at Central alongside North and South, and the ELOP-funded staffing model will be applied consistently across all three sites.

Action 3.6 – Parent Engagement (Central Campus Tracking Added): The monitoring metric for this action will be updated to include Central campus parent survey participation and Fall Parent-Teacher Conference attendance rates. Year 1 data from Central will establish the baseline for this campus. All three campuses will be reported individually going forward rather than as an aggregate.

Action 3.7 – 21st Century Technology (Makerspace Development): The internal note referencing a potential makerspace will be moved from a tentative note to a formal planning commitment. A makerspace proposal will be developed this year, including a defined budget request, space plan, equipment list, and integration model with the existing robotics program. If approved, the action description, budget, and monitoring metric will be updated accordingly for the following year's LCAP.

Action 3.8 – Counseling Support (Full-Year Commitment and Metric Added): This action will be significantly strengthened. A full-year counselor will be employed at each campus, with a defined caseload structure and documented referral process. The monitoring metric will be updated from a general staffing note to include: (1) counselor employment start date confirming full-year coverage, (2) number of students receiving individual or group counseling sessions per semester, and (3) referral-to-service completion rates. Given the high proportion of socioeconomically disadvantaged students served, consistent and equitable access to counseling is a non-negotiable component of the school's whole-child commitment. Budget will be adjusted to reflect full-year staffing costs at all three campuses.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Attendance	Maintain an average daily attendance rate of a minimum of 97% as measured by Powerschool and on attendance reporting. Utilize phone calls home and daily check ins to communicate with families about student attendance. Also, use the SARB and independent study process to better attendance.	$76,464.07	No
3.2	Broad Course of Study	All classrooms will utilize hands on, learner centered, project based, collaborative learning opportunities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Broad Course of Study	Field trips are an amazing way for students, especially low income students, to be exposed to real world learning opportunities.	$36,000.00	Yes
3.4	Broad Course of Study	Our goal is that all our students are lifelong learners. In order to spark their interest and expand their thinking, various programs will be offered to all kids. Specifically, those include robotics, art, music, and language classes (Chaldean or Spanish).	$84,646.04	No
3.5	Broad Learning Opportunities--Clubs	Offer students, particularly low income students, a wide array of diverse learning opportunities through after school clubs.	$688,417.43	Yes
3.6	Parent Engagement	Parents, including parents of unduplicated students, will be given the opportunity to engage in a variety of community events.	$28,000.00	Yes
3.7	Broad Learning Opportunities	Kidinnu Academy strives to provide students, especially low income students, with 21st century learning opportunities. Continue to explore and obtain resources and equipment that further this effort and maintains access to cutting edge technology.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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.

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.

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

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

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

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
$2,609,121	$

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
39.154%	0.000%	$0.00	39.154%

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
1.3	**Action:** English Language Learner and Socioeconomically Disadvantaged Student Support **Need:** Differentiated support **Scope:**	Over 90% of our student body is comprised of "low income" students. By creating small groups that are flexible and based on students needed level of support, the teacher and aide can ensure that every child is getting what he/she needs to learn.	Renaissance data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Intervention Supports **Need:** **Scope:** LEA-wide		
1.9	**Action:** English Language Development **Need:** Ongoing practice with the 4 language domains--reading, writing, speaking, and listening **Scope:** LEA-wide	100% of students will have access to the curriculum, the teacher will be able to develop extensions based on EL proficiency and the task to differentiate and support English language learning	English Learner proficiency rates
1.10	**Action:** Personalized, Differentiated Materials **Need:** **Scope:** LEA-wide		
1.13	**Action:** Teacher Release for Assessment Administration and Analysis	Release time will prioritize assessing students within the above student subgroups. FYI, over	Completion of assessments and data in Multiple Measures

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
	Need: Teachers are most readily able to support students if they are aware of the students strengths and next steps. By administering these assessments, the teacher will gain first hand knowledge of each students reading abilities. Release time will prioritize assessing students within the above student subgroups. FYI, over 90% of our students are in one or more of these student subgroups. **Scope:** LEA-wide	90% of our students are in one or more of these student subgroups.	
1.15	**Action:** Intervention Support **Need:** Timely intervention and ongoing support based on student demand (tutoring) **Scope:** LEA-wide	Over 90% of our students are represented in one or more of these student subgroups.	Attendance rosters for intervention and tutoring programs
1.16	**Action:** Student Access to Technology **Need:** Access to appropriately rigorous programs/content will enhance student progress. Many of our families cannot afford student devices so this supports them. Parents have reported that they often learn new skills and knowledge through the	Over 90% of our students fall within one or more of the student subgroups	Student progress on blended learning programs

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
	observation of their children using the programs as well. **Scope:** LEA-wide		
1.17	**Action:** Technology in the Classroom **Need:** Technology can provide students with a personalized learning path that allows them to make progress at their independent learning level. Teachers modeling technology use can enhance student learning. **Scope:** LEA-wide	Over 90% of our students fall within one or more of the student subgroups	Teacher utilizing technology systems to teach students. 100% of students have a fully functioning Chromebook.
1.19	**Action:** Peer Coaching and Feedback **Need:** Teachers teaching each other is often the most powerful and transformative. Students within these student subgroups, along with all students, benefit from UDL and research proven best teaching practices. **Scope:** LEA-wide	100% of our classrooms and teachers support students within these student subgroups	Calendar with recorded release day schedules
1.23	**Action:** Healthy Lifestyles and PE Programming	over 90% of our students are in one of the student subgroup	PFT data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: nutrition and healthy lifestyles promotes student learning, many of our students live in urban areas where outdoor activity is limited and/or unsafe **Scope:** LEA-wide		
1.25	**Action:** GRIT Educator Coaching and Professional Growth **Need:** **Scope:** LEA-wide		
1.26	**Action:** GRIT Implementation **Need:** **Scope:** Schoolwide		
1.27	**Action:** Middle School Athletics/Sports **Need:**	sports organizations are costly	student rosters

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
	access to sports programs and team opportunities **Scope:** Schoolwide		
1.28	**Action:** PD Opportunities for EL/Intervention Team **Need:** **Scope:** LEA-wide		
1.29	**Action:** Math Intervention **Need:** Reading and writing as mathematicians is a challenge for our students. Focus will primarily center on South students but will also be provided on a data driven basis to our elementary campuses. **Scope:** LEA-wide	The vast majority of our students are EL and Low Income.	Renaissance and CAASPP Data
2.3	**Action:** Student Mental Health **Need:** Mental health is critical for overall student success, many of our students come from	Over 90% of our students are in one or more of the student subgroups	Counseling schedule

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
	refugee families and have experienced different traumatic events as a result. **Scope:** LEA-wide		
2.4	**Action:** Student Mental Health Resources **Need:** Mental health is critical for overall student success, many of our students come from refugee families and have experienced different traumatic events as a result. **Scope:** LEA-wide	Over 90% of our students are in one or more of the student subgroups	Student referrals to the office
2.5	**Action:** Student Mental Health Resources **Need:** Mental health is critical for overall student success, many of our students come from refugee families and have experienced different traumatic events as a result. **Scope:** LEA-wide	Over 90% of our students are in one or more of the student subgroups	Check out lists
2.8	**Action:** Student Leadership Structures **Need:**	A safer, kinder campus will result in students wanting to be at school and feeling safe while they are on campus.	Annual student survey and class meeting input

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
	Student empowerment and leadership can have a tremendous impact on a school environment and help to mitigate problems as they occur. **Scope:** LEA-wide		
2.12	**Action:** Student Wellness **Need:** Food, water, and health are important survival items that low income families may have limited access to. **Scope:** LEA-wide	We want all children to thrive. By providing these basic services and items, we are ensuring our students are well cared for and able to learn.	100% of classrooms have a water dispenser, Sparkletts delivery quotes, NSLP breakfast and lunch rosters, Rady's health screening rosters
2.15	**Action:** Parent Feedback and Input **Need:** Parents appreciate opportunities to give feedback. We need to provide diverse opportunities for them to interact with school staff in meaningful ways. **Scope:** LEA-wide	Over 90% of our students are in one or more of the student subgroups	Sign In Sheets for Events
2.21	**Action:** Student Mental Health	The majority of our students are low income and will benefit from these opportunities.	PBIS implementation

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
	Need: Trauma informed practices and explicit teaching of mental health is very important for student resiliency and growth. **Scope:** LEA-wide		
2.22	**Action:** Planning and Collaboration Space **Need:** Small group support **Scope:** Schoolwide	North campus does not have adequate quiet meeting space	Intervention and EL support schedule
3.3	**Action:** Broad Course of Study **Need:** Learning is not done in isolation, connecting learning to the real world and learning about your region is a critical element of teaching the whole child. Unfortunately, low income students are often not afforded this amazing learning experience. **Scope:** LEA-wide	Over 90% of our students qualify for free or reduced lunch meals, so it is appropriate that this be LEA wide	Field trip schedule
3.5	**Action:** Broad Learning Opportunities--Clubs	Over 90% of our students qualify for free or reduced lunch meals, so it is appropriate that this be LEA wide	Club rosters

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
	Need: We want to education and inspire the whole child. Unfortunately, low income students are often not afforded the opportunity to engage in learning outside of the school. By brining these opportunities to campus, we are exposing kids to high interest, engaging, and fun learning experiences. **Scope:** LEA-wide		
3.6	**Action:** Parent Engagement **Need:** meaningful engagement and opportunities will be provided for all parents, with over 93% of our students being unduplicated, involving their parents is critical **Scope:** LEA-wide	93% UPP	sign in sheets

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
1.6	**Action:** Assessment Measures **Need:** Timely intervention and support is needed to ensure that students make at least one year of progress **Scope:** Limited to Unduplicated Student Group(s)	Ensure timely assessment and teacher review/action	Student completion of assessments
1.8	**Action:** English Language Development **Need:** Ongoing practice with the 4 language domains--reading, writing, speaking, and listening **Scope:** Limited to Unduplicated Student Group(s)	Supporting students to think on a map, read from the map, and produce writing representative of the critical understandings	Classroom implementation and use of Thinking Maps
1.10	**Action:** Personalized, Differentiated Materials **Need:** Students need to continue developing skills and understanding at their individual independent level **Scope:**	Content is driven by student need and assessment	Student progress on blended learning programs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Personalized, Differentiated Materials **Need:** Listening, speaking, and reading English language **Scope:** Limited to Unduplicated Student Group(s)	Placement reflects EL proficiency level and provides personalized support to learn and practice the English language	Student progress on Lexia English
1.12	**Action:** Data Analysis and Segregation by Student Subgroups **Need:** easily able to store all relevant student data in one location and also look at student subgroup progress **Scope:** Limited to Unduplicated Student Group(s)	timely data analysis will allow quicker action and intervention for students	monthly reports
1.14	**Action:** Intervention and EL Support **Need:** Ongoing support for EL--both for the student and for the teacher **Scope:** Limited to Unduplicated Student Group(s)	Improve instructional delivery and enhance EL progress	Student data tracking

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.18	**Action:** ELA Reading Resources **Need:** EL students need text that is at their independent and instructional levels **Scope:** Limited to Unduplicated Student Group(s)	High quality and interest, differentiated leveled texts allow EL to engage with literature that is at their independent and instructional levels	100% of classrooms will have high quality literature
1.21	**Action:** Early Literacy Resources **Need:** early literacy for EL **Scope:** Limited to Unduplicated Student Group(s)	small group and individual support for EL	classroom observations
1.22	**Action:** Parent Resources and PD **Need:** parents would like resources and ideas to be able to support their child **Scope:** Limited to Unduplicated Student Group(s)	a partnership between home and school is in the best interest of every child	% of parents who receive resources and attend parent training events
1.24	**Action:** Teacher Collaboration and Professional Development **Need:**	Teachers will make data informed decisions about instructional next steps. Teachers will be able to collaborate about what students need and learn from one another.	Teacher bi-monthly 1:1 coaching and student data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student subgroup data analysis and universal design for learning practices **Scope:** Limited to Unduplicated Student Group(s)		
2.20	**Action:** Classroom Furniture **Need:** Differentiated support and designated ELD based on EL proficiency level **Scope:** Limited to Unduplicated Student Group(s)	Small group or individual instruction and support	Classroom observations and student achievement data
3.7	**Action:** Broad Learning Opportunities **Need:** Technology and cutting edge tools/equipment is often lacking in low income regions. By providing access at the school, we are preparing our students for success in college and career. **Scope:** Limited to Unduplicated Student Group(s)	Accessibility	Student sign in logs and schedules

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.

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.

Kidinnu Academy believes that every child deserves time and attention to meet their needs, with a specific emphasis on supporting our English Language Learners, foster youth, and low-income students. We ensure that every classroom is provided both a highly qualified teacher and instructional aide. In addition, our school has other certificated staff who are able to support students academic, social-emotional, and other needs. Currently, we have two additional classified staff who push in to classrooms to provide targeted support to any child with an IEP or any child who is struggling with grade level expectations. This increased adult support is intentional, targeted, and designed to help every student thrive. In 24-25, we will also have two highly qualified Literacy Coach and English Learner/Intervention Teachers. These two individuals primary role will be to support low-income students and English Learners.

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	NA	13:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	13:1

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	6,663,784	2,609,121	39.154%	0.000%	39.154%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,027,795.87	$2,472,029.25	$0.00	$127,654.00	$10,627,479.12	$6,189,886.79	$4,437,592.33

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	Highly qualified teachers	All	No			All Schools		$3,626,612.00	$0.00	$3,626,612.00				$3,626,612.00	
1	1.2	Professional Development	All	No			All Schools		$64,180.40	$0.00	$64,180.40				$64,180.40	
1	1.3	English Language Learner and Socioeconomically Disadvantaged Student Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$605,278.00	$0.00	$450,225.00	$27,399.00		$127,654.00	$605,278.00	13.79
1	1.4	Students with Disabilities Support	Students with Disabilities Students who have an IEP or 504 plan	No			All Schools		$0.00	$883,388.08		$883,388.08			$883,388.08	
1	1.5	Common Core and NGSS Aligned Instructional Materials	All	No			All Schools		$0.00	$59,704.54	$59,704.54				$59,704.54	
1	1.6	Assessment Measures	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$30,000.00	$30,000.00				$30,000.00	0.92
1	1.7	Intervention Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$40,000.00	$40,000.00				$40,000.00	1.23
1	1.8	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$7,631.94	$19,407.62	$27,039.56				$27,039.56	.83
1	1.9	English Language Development	English Learners	Yes	LEA-wide	English Learners			$0.00	$61,241.98	$61,241.98				$61,241.98	1.88
1	1.10	Personalized, Differentiated Materials	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$40,000.00	$40,000.00				$40,000.00	1.23

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										
1	1.11	Personalized, Differentiated Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$34,645.20	$34,645.20				$34,645.20	1.06
1	1.12	Data Analysis and Segregation by Student Subgroups	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$11,820.00	$11,820.00				$11,820.00	.36
1	1.13	Teacher Release for Assessment Administration and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$168,000.00	$0.00	$168,000.00				$168,000.00	5.15
1	1.14	Intervention and EL Support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$423,144.00	$0.00	$423,144.00				$423,144.00	12.96
1	1.15	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$64,180.40	$0.00	$64,180.40				$64,180.40	1.97
1	1.16	Student Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$75,415.20	$75,415.20				$75,415.20	2.31
1	1.17	Technology in the Classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$53,022.71	$53,022.71				$53,022.71	1.62
1	1.18	ELA Reading Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$15,000.00	$15,000.00				$15,000.00	.46
1	1.19	Peer Coaching and Feedback	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$218,531.00	$0.00	$218,531.00				$218,531.00	6.69
1	1.21	Early Literacy Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$13,525.00	$0.00	$13,525.00				$13,525.00	.41

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
					cated Student Group(s)											
1	1.22	Parent Resources and PD	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$39,628.00	$11,600.00	$51,228.00				$51,228.00	1.57
1	1.23	Healthy Lifestyles and PE Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$102,000.00	$10,000.00	$112,000.00				$112,000.00	3.43
1	1.24	Teacher Collaboration and Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$26,038.49	$0.00	$26,038.49				$26,038.49	.80
1	1.25	GRIT Educator Coaching and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$223,589.00	$0.00	$223,589.00				$223,589.00	6.85
1	1.26	GRIT Implementation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$339,349.00	$339,349.00				$339,349.00	
1	1.27	Middle School Athletics/Sports	Low Income	Yes	Schoolwide	Low Income			$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.28	PD Opportunities for EL/Intervention Team	English Learners	Yes	LEA-wide	English Learners			$24,285.00	$0.00	$24,285.00				$24,285.00	.74
1	1.29	Math Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$120,000.00	$0.00	$120,000.00				$120,000.00	3.68
2	2.1	Social Emotional Learning	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	Positive Behavior Intervention Supports--School Climate	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	Student Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$215,497.00	$0.00	$215,497.00				$215,497.00	6.60
2	2.4	Student Mental Health Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$0.00	$13,000.00	$13,000.00				$13,000.00	0.40

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										
2	2.5	Student Mental Health Resources	Low Income	Yes	LEA-wide	Low Income			$0.00	$1,800.00	$1,800.00				$1,800.00	.06
2	2.6	Trauma Informed Care and Resources	All	No			All Schools									
2	2.7	Staff Wellness	All	No			All Schools		$0.00	$12,000.00	$8,815.54	$3,184.46			$12,000.00	
2	2.8	Student Leadership Structures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$3,000.00	$3,000.00				$3,000.00	.09
2	2.9	Facility Maintenance	All	No			All Schools		$0.00	$114,000.00	$114,000.00				$114,000.00	
2	2.10	Facility Maintenance/Student Safety	All	No			All Schools		$0.00	$12,287.03	$12,287.03				$12,287.03	
2	2.11	Classroom Supplies to Maximize Learning	All	No			All Schools		$0.00	$14,900.00		$14,900.00			$14,900.00	
2	2.12	Student Wellness	Low Income	Yes	LEA-wide	Low Income			$0.00	$451,228.52	$451,228.52	$0.00		$0.00	$451,228.52	13.82
2	2.13	Student Safety	All	No			All Schools		$0.00	$36,000.00		$36,000.00			$36,000.00	
2	2.14	Student Safety--Annual Trainings and Requirements	All	No			All Schools		$0.00	$4,680.00		$4,680.00			$4,680.00	
2	2.15	Parent Feedback and Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$15,000.00	$15,000.00				$15,000.00	.46
2	2.16	Adequate Facilities	All	No			All Schools		$0.00	$1,207,343.87	$301,835.96	$905,507.91			$1,207,343.87	
2	2.17	Adequate Facilities/Student Safety	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.18	Adequate Facilities/Student Safety	All	No			Specific Schools: Kidinnu Academy North Primarily our youngest students		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.19	Adequate Facilities/Playground Supplies	All	No			All Schools		$0.00	$14,000.00	$14,000.00				$14,000.00	

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
2	2.20	Classroom Furniture	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$50,000.00	$0.00	$50,000.00				$50,000.00	1.53
2	2.21	Student Mental Health	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$0.00	$11,997.60	$11,997.60				$11,997.60	.37
2	2.22	Planning and Collaboration Space	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.1	Student Engagement and Attendance	All	No			All Schools		$56,942.07	$19,522.00	$76,464.07				$76,464.07	
3	3.2	Broad Course of Study	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.3	Broad Course of Study	Low Income	Yes	LEA-wide	Low Income			$0.00	$36,000.00	$36,000.00				$36,000.00	1.10
3	3.4	Broad Course of Study	All	No			All Schools		$0.00	$84,646.04	$35,269.18	$49,376.86			$84,646.04	
3	3.5	Broad Learning Opportunities--Clubs	Low Income	Yes	LEA-wide	Low Income			$140,824.49	$547,592.94	$140,824.49	$547,592.94			$688,417.43	4.31
3	3.6	Parent Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$28,000.00	$28,000.00				$28,000.00	.86
3	3.7	Broad Learning Opportunities	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$0.00	$15,000.00	$15,000.00				$15,000.00	.46

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
6,663,784	2,609,121	39.154%	0.000%	39.154%	$3,649,627.15	100.000%	154.768 %	**Total:**	$3,649,627.15
								LEA-wide Total:	$2,566,837.90
								Limited Total:	$697,440.25
								Schoolwide Total:	$385,349.00

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	**1.3**	English Language Learner and Socioeconomically Disadvantaged Student Support	Yes	LEA-wide	English Learners Low Income	All Schools	$450,225.00	13.79
1	**1.6**	Assessment Measures	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$30,000.00	0.92
1	**1.7**	Intervention Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	1.23
1	**1.8**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners		$27,039.56	.83
1	**1.9**	English Language Development	Yes	LEA-wide	English Learners		$61,241.98	1.88
1	**1.10**	Personalized, Differentiated Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	1.23
1	**1.11**	Personalized, Differentiated Materials	Yes	Limited to Unduplicated	English Learners		$34,645.20	1.06

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 (%)
				Student Group(s)				
1	1.12	Data Analysis and Segregation by Student Subgroups	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$11,820.00	.36
1	1.13	Teacher Release for Assessment Administration and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$168,000.00	5.15
1	1.14	Intervention and EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$423,144.00	12.96
1	1.15	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$64,180.40	1.97
1	1.16	Student Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$75,415.20	2.31
1	1.17	Technology in the Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income		$53,022.71	1.62
1	1.18	ELA Reading Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners		$15,000.00	.46
1	1.19	Peer Coaching and Feedback	Yes	LEA-wide	English Learners Foster Youth Low Income		$218,531.00	6.69
1	1.21	Early Literacy Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners		$13,525.00	.41
1	1.22	Parent Resources and PD	Yes	Limited to Unduplicated Student Group(s)	Low Income		$51,228.00	1.57
1	1.23	Healthy Lifestyles and PE Programming	Yes	LEA-wide	English Learners Foster Youth Low Income		$112,000.00	3.43
1	1.24	Teacher Collaboration and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$26,038.49	.80
1	1.25	GRIT Educator Coaching and Professional Growth	Yes	LEA-wide	English Learners Foster Youth		$223,589.00	6.85

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 (%)
					Low Income			
1	1.26	GRIT Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income		$339,349.00	
1	1.27	Middle School Athletics/Sports	Yes	Schoolwide	Low Income		$16,000.00	
1	1.28	PD Opportunities for EL/Intervention Team	Yes	LEA-wide	English Learners		$24,285.00	.74
1	1.29	Math Intervention	Yes	LEA-wide	English Learners Low Income		$120,000.00	3.68
2	2.3	Student Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income		$215,497.00	6.60
2	2.4	Student Mental Health Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		$13,000.00	0.40
2	2.5	Student Mental Health Resources	Yes	LEA-wide	Low Income		$1,800.00	.06
2	2.8	Student Leadership Structures	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,000.00	.09
2	2.12	Student Wellness	Yes	LEA-wide	Low Income		$451,228.52	13.82
2	2.15	Parent Feedback and Input	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	.46
2	2.20	Classroom Furniture	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$50,000.00	1.53
2	2.21	Student Mental Health	Yes	LEA-wide	Foster Youth Low Income		$11,997.60	.37
2	2.22	Planning and Collaboration Space	Yes	Schoolwide	English Learners Low Income		$30,000.00	
3	3.3	Broad Course of Study	Yes	LEA-wide	Low Income		$36,000.00	1.10
3	3.5	Broad Learning Opportunities--Clubs	Yes	LEA-wide	Low Income		$140,824.49	4.31

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 (%)
3	3.6	Parent Engagement	Yes	LEA-wide	English Learners Low Income		$28,000.00	.86
3	3.7	Broad Learning Opportunities	Yes	Limited to Unduplicated Student Group(s)	Low Income		$15,000.00	.46

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,877,216.07	$7,892,357.28

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**	Highly qualified teachers	No	$3,430,429.00	$3,022,177.46
1	**1.2**	Professional Development	No	$39,204.90	$53,483.67
1	**1.3**	English Language Learner and Socioeconomically Disadvantaged Student Support	Yes	$433,457.85	$435,124.20
1	**1.4**	Students with Disabilities Support	No	$789,954.00	$736,156.73
1	**1.5**	Common Core and NGSS Aligned Instructional Materials	No	$14,226.25	$49,753.08
1	**1.6**	Assessment Measures	Yes	$9,941.71	$10,959.00
1	**1.7**	Intervention Supports	Yes	$9,000.00	$0.00
1	**1.8**	English Language Development	Yes	$55,559.51	$22,532.97
1	**1.9**	English Language Development	Yes	$19,417.50	$51,034.98
1	**1.10**	Personalized, Differentiated Materials	Yes	$44,813.14	$27,650.00

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	1.11	Personalized, Differentiated Materials	Yes	$56,016.43	$28,871.00
1	1.12	Data Analysis and Segregation by Student Subgroups	Yes	$4,050.00	$9,850.00
1	1.13	Teacher Release for Assessment Administration and Analysis	Yes	$411,651.48	$292,063.48
1	1.14	Intervention and EL Support	Yes	$267,615.50	$226,243.50
1	1.15	Intervention Support	Yes	$39,204.90	$53,483.67
1	1.16	Student Access to Technology	Yes	$79,222.86	62,846.00
1	1.17	Technology in the Classroom	Yes	$29,734.28	$44,185.00
1	1.18	ELA Reading Resources	Yes	$20,148.80	$15,136.00
1	1.19	Peer Coaching and Feedback	Yes	$47,045.88	$50,010.04
1	1.21	Early Literacy Resources	Yes	$70,847.12	$38,300.45
1	1.22	Parent Resources and PD	Yes	$129,367.00	$55,931.83
1	1.23	Healthy Lifestyles and PE Programming	Yes	$83,256.90	$109,540.30
1	1.24	Teacher Collaboration and Professional Development	Yes	$42,768.98	$21,698.74
2	2.1	Social Emotional Learning	No	$27,676.67	$0.00

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)
2	2.2	Positive Behavior Intervention Supports--School Climate	No	$8,637.28	$13,070.00
2	2.3	Student Mental Health	Yes	$131,950.00	$28,996.85
2	2.4	Student Mental Health Resources	Yes	$19,593.44	$19,593.44
2	2.5	Student Mental Health Resources	Yes	$10,000.00	$1,500.00
2	2.6	Mental Health Resources for Staff	No	$30,000.00	$0.00
2	2.7	Staff Wellness	No	$3,500.00	$2,653.72
2	2.8	Student Leadership Structures	Yes	$2,500.00	$2,500.00
2	2.9	Facility Maintenance	No	$127,522.66	$95,000.00
2	2.10	Facility Maintenance/Student Safety	No	$87,308.27	$10,239.19
2	2.11	Classroom Supplies to Maximize Learning	No	$15,500.00	$16,186.54
2	2.12	Student Wellness	Yes	$375,579.94	$376,023.77
2	2.13	Student Safety	No	$24,004.04	$30,000.00
2	2.14	Student Safety--Annual Trainings and Requirements	No	$4,601.93	$2,695.00

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)
2	2.15	Parent Feedback and Input	Yes	$17,550.00	$2,037.01
2	2.16	Adequate Facilities	No	$846,148.77	$1,006,119.89
2	2.17	Adequate Facilities/Student Safety	No	$7,500.00	$8,700.00
2	2.18	Adequate Facilities/Student Safety	No	$20,000.00	$12,500.00
2	2.19	Adequate Facilities/Playground Supplies	No	$49,218.75	$8,672.75
2	2.20	Classroom Furniture	Yes	$156,340.57	$97,678.45
2	2.21	Student Mental Health	Yes	$9,796.72	$9,998.00
3	3.1	Student Engagement and Attendance	No	$112,570.08	$63,720.06
3	3.2	Broad Course of Study	No	$0.00	$0.00
3	3.3	Broad Course of Study	Yes	$34,730.19	$23,220.95
3	3.4	Broad Course of Study	No	$60,000.00	$70,538.37
3	3.5	Broad Learning Opportunities--Clubs	Yes	$538,052.77	$573,681.19
3	3.6	Parent Engagement	No	$0.00	$0.00
3	3.7	Broad Learning Opportunities	Yes	$30,000.00	$0.00

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)

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)
2,317,621	$2,499,887.32	$2,690,590.82	($190,703.50)	100.330%	100.000%	-0.330%

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	1.3	English Language Learner and Socioeconomically Disadvantaged Student Support	Yes	$281,911.59	$435,124.20	12.17	16.16
1	1.6	Assessment Measures	Yes	$9,941.71	$10,959.00	0.45	0.41
1	1.7	Intervention Supports	Yes	$9,000.00	$0.00	0	0
1	1.8	English Language Development	Yes	$55,559.51	$22,532.97	2.71	0.84
1	1.9	English Language Development	Yes	$19,417.50	$51,034.98	0.10	1.9
1	1.10	Personalized, Differentiated Materials	Yes	$44,813.14	$27,650	2.44	1.03
1	1.11	Personalized, Differentiated Materials	Yes	$56,016.43	$28,871.00	3.44	1.07
1	1.12	Data Analysis and Segregation by Student Subgroups	Yes	$4,050.00	$9,850.00	0.26	0.37
1	1.13	Teacher Release for Assessment Administration and Analysis	Yes	$411,651.48	$292,063.48	8.62	10.85
1	1.14	Intervention and EL Support	Yes	$267,615.50	$226,243.50	17.63	8.41
1	1.15	Intervention Support	Yes	$39,204.90	$53,483.67	2.19	1.99
1	1.16	Student Access to Technology	Yes	$79,222.86	$62,846.00	2.83	2.34

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	1.17	Technology in the Classroom	Yes	$29,734.28	$44,185.00	2.03	1.64
1	1.18	ELA Reading Resources	Yes	$20,148.80	$15,136.00	1.06	0.56
1	1.19	Peer Coaching and Feedback	Yes	$47,045.88	$50,010.04	1.46	1.86
1	1.21	Early Literacy Resources	Yes	$70,847.12	$38,300.45	3.26	1.42
1	1.22	Parent Resources and PD	Yes	$129,367.00	$55,931.83	4.29	2.08
1	1.23	Healthy Lifestyles and PE Programming	Yes	$83,256.90	$109,540.3	4.99	4.07
1	1.24	Teacher Collaboration and Professional Development	Yes	$42,768.98	$21,598.74	1.72	0.81
2	2.3	Student Mental Health	Yes	$131,950.00	$28,996.85	8.99	1.08
2	2.4	Student Mental Health Resources	Yes	$19,593.44	$19,593.44	0.45	0.73
2	2.5	Student Mental Health Resources	Yes	$10,000.00	$1,500.00	0.69	0.06
2	2.8	Student Leadership Structures	Yes	$2,500.00	$2,500.00	0.17	.09
2	2.12	Student Wellness	Yes	$275,787.32	$376,023.77	0	13.97
2	2.15	Parent Feedback and Input	Yes	$17,550.00	$2,037.01	1.21	0.08
2	2.20	Classroom Furniture	Yes	$156,340.57	$97,678.45	7.15	3.63
2	2.21	Student Mental Health	Yes	$9,796.72	$9,998.00	0.35	0.37
3	3.3	Broad Course of Study	Yes	$34,730.19	$23,220.95	1.29	0.86
3	3.5	Broad Learning Opportunities--Clubs	Yes	$110,065.50	$573,681.19	6.30	21.32
3	3.7	Broad Learning Opportunities	Yes	$30,000.00	$0.00	2.08	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)
5,929,588	2,317,621	0	39.086%	$2,690,590.82	100.000%	145.376%	$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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