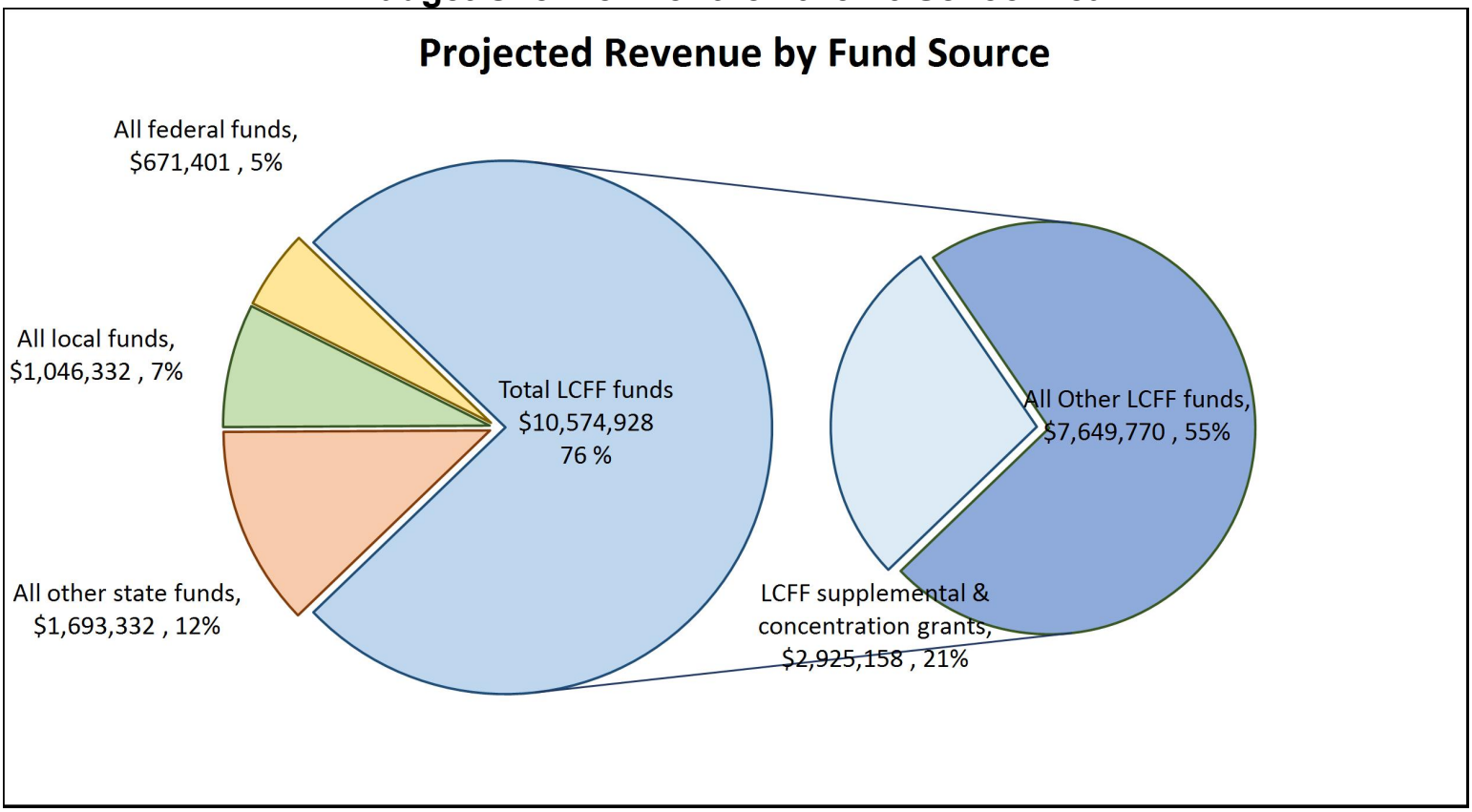
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Keyes Union Elementary School District (KUESD)
CDS Code: 5071134
School Year: 2025-26
LEA contact information:
Dr. Helio E. Brasil
Superintendent
Hbrasil@keyes.k12.ca.us
209-669-2921

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

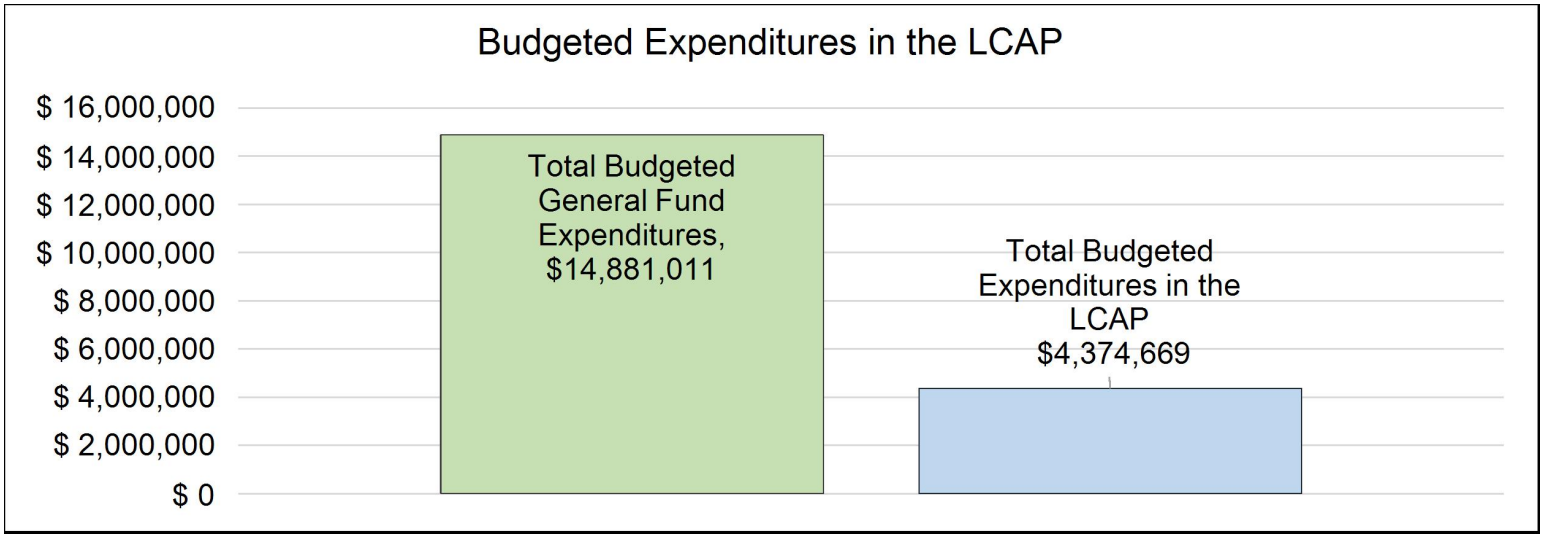


This chart shows the total general purpose revenue Keyes Union Elementary School District (KUESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Keyes Union Elementary School District (KUESD) is $13,985,993, of which $10,574,928 is Local Control Funding Formula (LCFF), $1,693,332 is other state funds, $1,046,332 is local funds, and $67,1401 is federal funds. Of the $10,574,928 in LCFF Funds, $2925158 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 Keyes Union Elementary School District (KUESD) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Keyes Union Elementary School District (KUESD) plans to spend $14,881,011 for the 2025-26 school year. Of that amount, $4374669 is tied to actions/services in the LCAP and $10,506,342 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Keyes Union Elementary School District General Fund Budget Expenditures for a school year include various categories of spending that might not be specifically detailed in the Local Control and Accountability Plan (LCAP). These could include:

General Administration Costs: Expenses related to the overall management and administration of the school district, such as salaries of district administrators, office supplies, and other administrative services.

Maintenance and Operations: Costs for the upkeep of school facilities, including utilities, custodial services, repairs, and maintenance of buildings and grounds.

Transportation: Expenses for student transportation services, including bus driver salaries, fuel, and maintenance of transportation vehicles.

Employee Benefits: Costs associated with employee benefits that are not directly tied to specific programs outlined in the LCAP. This includes health insurance, retirement contributions, and other employee benefits.

Debt Service: Payments for long-term debt obligations, such as bonds issued for school construction and renovation projects.

Other Educational Programs: Funding for educational programs and services not specifically targeted in the LCAP, such as advanced placement courses, extracurricular activities, and special education services.

Capital Outlay: Expenditures for the acquisition of land, buildings, and equipment. This can include costs related to new construction, major renovations, and purchasing of technology or other significant assets.

These expenditures are essential for the overall operation and support of the school district but may not be directly tied to the goals and actions specified in the LCAP, which focuses on improving student outcomes and addressing specific state priorities.

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

In 2025-26, Keyes Union Elementary School District (KUESD) is projecting it will receive $2925158 based on the enrollment of foster youth, English learner, and low-income students. Keyes Union Elementary School District (KUESD) must describe how it intends to increase or improve services for high needs students in the LCAP. Keyes Union Elementary School District (KUESD) plans to spend $3420549 towards meeting this requirement, as described in the LCAP.

Here are some actions Keyes Union Elementary School District will be taking:

Targeted Academic Support: Implementing additional tutoring programs, after-school support, and summer school opportunities specifically designed to help high needs students, including English learners, foster youth, and low-income students.

Social-Emotional Learning (SEL) Programs: Expanding SEL programs to provide mental health services, counseling, and behavioral support to address the emotional and social needs of high needs students.

Professional Development for Teachers: Providing targeted professional development for teachers focused on differentiated instruction strategies, cultural competency, and effective methods for engaging high needs students.

Family and Community Engagement: Increasing efforts to engage families and communities, including offering parent workshops, improving communication strategies, and providing resources to help families support their children's education.

Access to Technology and Resources: Ensuring high needs students have access to necessary technology, such as laptops and internet connectivity, as well as other educational resources like books, supplies, and learning materials.

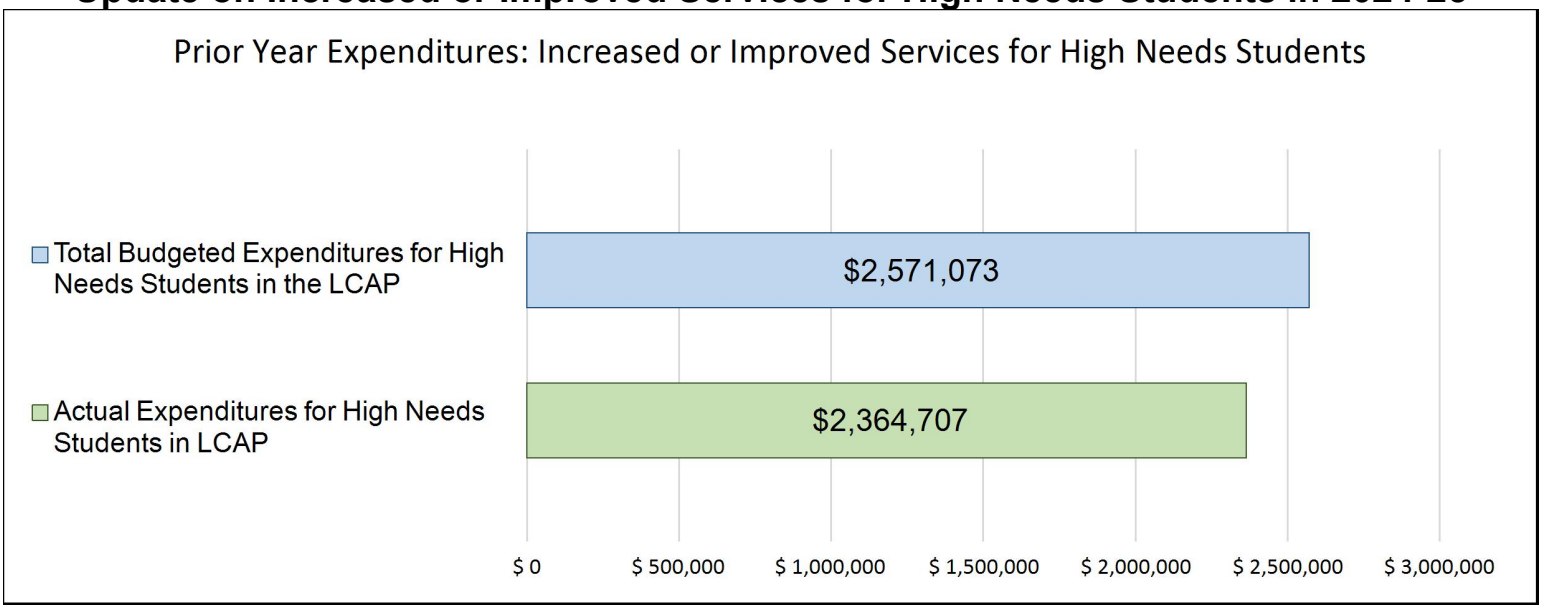
Intervention Programs: Developing and expanding intervention programs that identify and support high needs students who are at risk of falling behind academically, including individualized education plans (IEPs) and response-to-intervention (RTI) strategies.

Enhanced Support Staff: Hiring additional support staff, such as counselors, social workers, and paraprofessionals, to provide more individualized attention and support to high needs students.

By implementing these additional actions, Keyes Union aims to ensure that the services provided to high needs students are substantially increased and improved, thereby fulfilling the requirements associated with the LCFF supplemental and concentration grants.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Keyes Union Elementary School District (KUESD)'s LCAP budgeted $2571073 for planned actions to increase or improve services for high needs students. Keyes Union Elementary School District (KUESD) actually spent $2364707 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $206,366 had the following impact on Keyes Union Elementary School District (KUESD)'s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $1,124,899 had a measurable impact on Keyes Union Elementary School District's (KUESD) ability to increase or improve services for high-needs students, including English learners, foster youth, and socioeconomically disadvantaged students.

Several key factors contributed to the variance:

Staffing Vacancies and Delayed Hiring: A portion of the unspent funds was due to unfilled certificated and classified positions that directly support intervention services, academic coaching, and social-emotional learning supports. These staffing gaps temporarily limited the full implementation of targeted services designed to support learning recovery and equity-based instruction.

Program Implementation Delays: Some planned programs—particularly those involving expanded learning opportunities and mental health supports—faced logistical delays, vendor availability issues, or scheduling conflicts, which resulted in underspending despite the commitment to implementation.

Conservative Spending in Anticipation of Declining Enrollment and Fiscal Uncertainty: In alignment with fiscal prudence, some planned expenditures were deferred or reduced as the District monitored shifts in enrollment and the broader economic climate. This cautious approach, while preserving financial health, did delay the full realization of planned services.

Impact Summary:
While the District remained committed to increasing and improving services for high-needs students, the unspent $1.12 million meant that several initiatives were delayed or scaled down. This impacted the scope and immediacy of

intended supports, such as expanded tutoring, additional mental health resources, and enriched extended-day academic programs. However, KUESD has rolled over the funds into the current fiscal year to ensure that these services are not only reinstated but also strengthened, with a renewed focus on equitable student outcomes and accelerated recovery.

Moving forward, the District has implemented stronger budget monitoring and hiring protocols to mitigate these delays and ensure timely, full execution of actions aligned with our LCAP goals.

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
Keyes Union Elementary School District (KUESD)	Dr. Helio E. Brasil Superintendent	Hbrasil@keyes.k12.ca.us 209-669-2921

Plan Summary [2025-26]

General Information

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

Introduction:

The Keyes Union Elementary School District comprises three schools: Keyes Elementary School, Barbara Spratling Middle School, and Keyes to Learning Charter School. For our Local Control Accountability Plan (LCAP), this plan is for Keyes Elementary School and Barbara Spratling Middle School. Keyes to Learning Charter School serves students from Transitional Kindergarten (TK) through 12th grade and creates its own Local Control and Accountability Plan (LCAP).

Our District Purpose, Vision, and Mission statements are: Purpose: To serve children; Mission: By providing exceptional academic, social, emotional, and behavioral support; Vision: Nurture, inspire, confident, responsible, contributing members of society.

Each site's enrollment at the end of the 2024-2025 school year was 708 (a slight decrease of 7 students from 2023-24). Keyes Elementary has 472 students enrolled, and Spratling Middle School has 236. Our District serves the Keyes community and parts of Ceres, Hughson, and Turlock. Specific Information about schools within the District follows:

The Keyes Early Head Start Program has 29 out of 29 slots filled. The Keyes Regional Head Start Program has 31 out of 32 slots filled. The Keyes State Preschool Program has 35 enrolled, with 14 in the AM program and 20 in the PM program. Our TK program has 33 enrolled. Keyes School District has both a Head Start Program and a State Preschool Program to serve infants through pre-kindergarten students. Enrollment in the combined programs is approximately 105 students.

Keyes Elementary School (TK-5)
Keyes Elementary School is a K-5 school founded in 1905 and located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600, with a diverse cultural and ethnic base that includes Hispanic, Hmong, Assyrian, White, and Portuguese populations. Approximately 40% of the students of Keyes Elementary School are English Learners, and 100% receive free and reduced lunch. Keyes Elementary School serves approximately 481 students in grades K through 5, located at 4400 Maud Avenue in Keyes, California. Keyes Elementary School is a Title 1 school. The school's mission of developing leaders, one child at a time, is embodied in a rigorous curriculum taught by dedicated professional educators committed to preparing leaders for the 21st century. We accomplish this mission by first providing a learning environment that fosters the acquisition of sound academic skills, based on the high expectations we have for all students. Secondly, by providing a safe, nurturing, yet challenging environment, we support students as they learn to make good decisions, develop respect for themselves and others, and grow into mentally, emotionally, and physically healthy individuals.

Student Enrollment in the percentage of total enrollment by Groups:
Black or African American - 3 =0.6%
American Indian or Alaska Native - 4 =0.9%
Asian - 34 =7.2%
Hispanic or Latino - 371 =78.9%
White - 55 =11.7%
Two or More Races - 3 =0.6%
English Learners - 184 = 39.1%
Foster Youth -1 = 0.2%
Homeless Youth - 5 = 1.1%
Migrant Education - 29 = 6.1%
Students with Disabilities - 76 =16.2%
Socioeconomically Disadvantaged - 399 = 84.9%

Barbara Spratling Middle School (6-8)
The school is situated in the unincorporated community of Keyes, located in Stanislaus County, between the cities of Ceres and Turlock. The current population of Keyes is approximately 5,600, with a diverse cultural and ethnic base that includes Hispanic, Hmong, Assyrian, White, and Portuguese populations. The middle school has approximately 35% of its students who are English Learners. The Keyes Union School District is committed to delivering high-quality education to all students. We promote student success through academic excellence and a positive, safe learning environment in partnership with the home and community. Each student will demonstrate self-confidence, community pride, and the skills to become a responsible citizen. Spratling Middle School serves approximately 235 students in grades 6 through 8. The mission of Spratling Middle School is to empower and inspire all students to apply the knowledge, skills, and attitudes necessary to become creative problem solvers, achieve personal success, and contribute responsibly to our diverse and dynamic world. As a staff, we will work collaboratively with parents, students, and the community to maintain a positive and safe environment that contributes to the overall development of each Spratling Middle School student, helping them on their journey to become college and career-ready.

Student Enrollment in the percentage of total enrollment by Groups:
Black or African American - 1 =0.4%
American Indian or Alaska Native - 2 =0.9%
Asian - 13 =5.6%
Filipino - 1 =0.4%
Hispanic or Latino - 196 =84.8%
White - 16 =6.9%
Two or More Races - 2 =0.9%
English Learners - 73 =31.6%
Foster Youth - 1 =0.4%
Homeless Youth - 0 =0.0%
Migrant Education - 13 =5.5%
Students with Disabilities - 35 =15.22%
Socioeconomically Disadvantaged - 207 =89.6%

Keyes to Learning Charter School (TK-12)
Keyes to Learning Charter School, affectionately known as KTL, is one of the longest-running Charter Schools in California. Established in 1995 as the 85th California charter school, its initial program was an independent study homeschool for grades K-8. Today, KTL offers a selection of educational program choices for grades TK-12.
KTL Educational Philosophy:
1. Using the Core Knowledge Sequence®, students should acquire basic liberal arts content knowledge early to create a strong foundation for thinking and learning.
2. Parents play an essential role in their children's education.
3. Communication between the home and school is ongoing and an integral part of the learning environment.
4. Parent input is valued, promoted, and acknowledged.
5. Education is a lifelong process.
KTL Mission Statement: Keyes to Learning Charter School, working in partnership with families and the community, will provide each student in transitional kindergarten through twelfth grade with the materials, expertise, and opportunities needed to be a productive citizen and lifelong learner. This will be accomplished by offering individualized attention in one-on-one and small-group settings, utilizing high-quality academic resources and materials. KTL Vision Statement: Keyes to Learning Charter School, recognizing that children achieve best when parents are actively involved in the learning process, will provide families of kindergarten through twelfth-grade students with the materials, expertise, and opportunities needed for quality education and success in the 21st century.

Student Enrollment in the percentage of total enrollment by Groups:
Black or African American - 5 =1.4%
American Indian or Alaska Native - 2 =0.6%
Asian - 11 =3.1%
Filipino - 1 =0.3%
Hispanic or Latino - 167 =47.2%
Native Hawaiian or Pacific Islander - 1 =0.3%

White - 157 =44.4%
Two or More Races - 9 =2.5%
English Learners - 27 =7.6%
Foster Youth - 0 =0.0%
Homeless Youth - 0 =0.0%
Migrant - 0 =0.0%
Students with Disabilities - 23 =6.5%
Socioeconomically Disadvantaged - 129 =36.4%

Reflections: Annual Performance

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

As we reflect on the annual performance of Keyes Union Elementary School District, it is essential to examine both the broader context provided by the California School Dashboard (the Dashboard) and the localized data specific to our district. This comprehensive approach allows us to gain a nuanced understanding of our achievements, challenges, and areas for growth.

The Dashboard is a valuable tool that offers a holistic view of various indicators, ranging from academic performance to school climate. It provides insights into student academic proficiency, graduation rates, suspension rates, and college and career readiness, among other factors. Analyzing our district's performance within the Dashboard framework enables us to benchmark against state standards and identify areas where we excel or require improvement.

Simultaneously, examining local data specific to Keyes Union Elementary School District offers a more granular perspective. This includes analyzing results from internal assessments, surveys, and other measures tailored to our district's unique needs and demographics. Local data allows us to assess the effectiveness of specific programs, initiatives, and interventions implemented within our schools.

Upon reviewing both the Dashboard and local data, several key insights emerge:

Academic Achievement: We celebrate areas where our students have demonstrated proficiency and growth, acknowledging the dedication of our educators and the resilience of our students. However, we recognize the need for targeted support in subjects or grade levels where performance may lag. Based on the 2024 Dashboard, these areas have been identified under LCFF for LTEL in ELA, Math, and Suspension. LTEL - 87.3 points below standard (declined 17 points), ELA - 39 points below standard (declined 5.3 points), Math - 69.2 points below standard (declined 10.2 points), Suspension - 2.8% suspended at least one day (decreased 0.8%). All local-level reports were met. Keyes Union Elementary School District Dashboard Summary (2024).

The California School Dashboard data for 2024 reflects both areas of strength and critical need across Keyes Union. In academic performance, the district is in the Orange performance level for both English Language Arts (ELA) and Mathematics, with scores 39 and 69.2 points below standard, respectively. Both subjects declined compared to the prior year, highlighting a continuing need for targeted academic intervention, particularly for English Learners, Long-Term English Learners, and students with disabilities.

Despite academic challenges, English Learner Progress improved, earning a Green designation, with 55.1% of EL students progressing toward English proficiency. Chronic absenteeism declined to 16.6% but remains in the Yellow range, signaling ongoing engagement challenges. In contrast, the suspension rate declined to 2.8%, placing the district in the Green category, indicating a favorable school climate.

Local indicators all met state standards, including the implementation of academic standards, access to a broad course of study, provision of basic services, family engagement, and results from climate surveys. Teacher assignment and instructional material standards were fully met, with 100% of facilities in good repair.
While science achievement was reported for informational purposes only, results showed a 23.3-point deficit from standard and a decline of 5.9 points, suggesting a need for future emphasis.

This data affirms the district's ongoing commitment to equity, access, and whole-child development while identifying key areas for instructional improvement and enhanced student support.

Equity and Access: Ensuring equitable opportunities for all students remains a priority. Disparities highlighted in the Dashboard or local data prompt us to examine our practices regarding access to resources, advanced coursework, and support services, with a focus on addressing systemic barriers.

School Climate and Engagement: A positive school climate fosters student well-being and academic success. Analyzing indicators such as attendance rates, Suspension and expulsion data, and student and parent surveys provides insights into areas where we can enhance the overall school experience and strengthen community engagement.

Continuous Improvement: Reflection on annual performance serves as a springboard for constant improvement. By leveraging data-driven decision-making, collaborating with stakeholders, and adopting evidence-based practices, we strive to create a learning environment that empowers every student to reach their full potential and thrive.

Moving forward, we commit to leveraging the insights from the Dashboard and local data to inform strategic planning, resource allocation, and instructional practices. Our focus remains steadfast on promoting student achievement, fostering equity and inclusion, and cultivating a culture of continuous learning and improvement within Keyes Union Elementary School District. Together, we embrace the opportunity to chart a path forward that ensures every student reaches their full potential.

Based on the 2024 Dashboard, and stated above, our focus for the coming year will be to increase our interventions and instructional practices to support our services and resources in addressing LTEL in ELA, Math, and Suspension.

According to our 2023 Dashboard, the following student groups received the lowest performance levels: ELA and Math, SWD Suspension: EL, White, and SWD Chronic Absenteeism: Asian.

Rate: 3.6% suspended at least one day | Status: Maintained (decreased slightly by 0.1%)

The following student groups received the lowest performance levels overall:

ELA and Math: SWD
Suspension: EL, White, SWD
Chronic Absenteeism: Asian

Adjustments Based on Reflection and Prior Outcomes: In response to the continued academic needs of EL and SED students and to address the reclassification shortfall, the district will take the following steps:

Continue and refine extended day learning and targeted interventions, with greater alignment to ELPI standards and integrated language support.

Increase monitoring and personalized academic coaching for LTELs.

Expand early-grade intervention efforts by providing additional training and resources for primary-grade teachers.

Revisit reclassification criteria and timelines to ensure timely identification and support for eligible students.

The district remains committed to strengthening these programs and closely monitoring their outcomes to ensure measurable academic growth and improved reclassification outcomes in the 2025–2026 school year.

Learning Recovery Emergency Block Grant (LREBG)

Keyes Union School District has unexpended LREBG funds in the amount of $722,256 (to be expended across FYs 2024–25, 2025–26, and 2026–27)

The district's comprehensive needs assessment identified significant learning loss in core academic areas, especially in English Language Arts and mathematics, following pandemic-related disruptions. The assessment also highlighted the growing need for social-emotional support, particularly among low-income students, English learners, foster youth, and students with disabilities.

Based on this, Goal 2: Provide Academic and Social-Emotional Support to Improve Student Outcomes; Action 2.2: Increase Support Services for Students, directly addresses those identified needs by:

- Increasing access to timely, evidence-based interventions.
- Enhancing instructional leadership and support for classroom teachers.
- Expanding the capacity to provide differentiated and personalized learning supports.

This action is aligned with allowable uses of LREBG funds as described in EC Section 32526(c)(2), including:

- Providing instruction and services aligned to student social-emotional well-being.
- Addressing barriers to learning.
- Supporting learning recovery and acceleration.
- Providing staff support and training to address learning gaps.

The hiring of an Instructional Coordinator will enhance the district's ability to plan and deliver targeted instruction, professional learning, and monitoring of student academic progress. Paraprofessionals will expand the capacity for small-group instruction and individual support, especially for students performing below grade level. The investment in intervention materials will further strengthen Tier 2 and Tier 3 academic and behavioral interventions.
Research has shown that short-term interventions, especially in the early grades, can significantly enhance student success with grade-level materials.

Reflections: Technical Assistance

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

Keyes Union School District meets the criteria for Differentiated Assistance under LCFF, based on the 2024 Dashboard for LTELS for State Priority 4: Student Achievement (ELA and Math) and Priority 6: School Climate (Suspension). Keyes Union School District eligibility based on the 2024 CA School Dashboard extends through the 2025-2026 and 2026-2027 school years.

Additionally, Keyes Union School District eligibility based on the 2023 CA School Dashboard continues through the 2025-2026 school year for Students with Disabilities, specifically for State Priority 4: Student Achievement (ELA and Math) and Priority 6: School Climate (Suspension).

Keyes Union School District

The collaboration between Keyes Union Elementary School District and the Stanislaus County Office of Education (SCOE) represents a concerted effort to enhance educational outcomes and support the holistic development of students within the district. Through technical assistance initiatives tailored to the specific needs and priorities of Keyes Union Elementary School District, the partnership aims to foster continuous improvement and build capacity across various domains. Here is a summary of the work underway:

Data Analysis and Strategic Planning: SCOE provides expertise in data analysis, helping Keyes Union Elementary School District identify trends, patterns, and areas for improvement within student achievement, attendance, discipline, and other key metrics. Together, they collaborate on developing strategic plans grounded in evidence-based practices and aligned with district goals.

Curriculum and Instructional Support: SCOE offers guidance and resources to strengthen the district's curriculum design, instructional strategies, and assessment practices. This support includes professional development opportunities for educators, coaching sessions, and the implementation of research-based instructional frameworks to enhance teaching and learning experiences.

Equity and Inclusion: Addressing equity gaps and promoting inclusivity are central to the technical assistance provided by SCOE. They work alongside Keyes Union Elementary School District to assess and address disparities in access, opportunity, and outcomes among student populations. Strategies may include cultural competency training, implementing a culturally relevant curriculum, and establishing support systems for students who are marginalized.

Family and Community Engagement: SCOE supports Keyes Union Elementary School District in strengthening relationships with families and community stakeholders. They aim to foster a culture of partnership and shared responsibility for student success by facilitating workshops, outreach efforts, and collaborative initiatives. This may involve establishing parent advisory groups, organizing community events, and leveraging local resources to support student learning and well-being.

Leadership Development: SCOE provides professional development opportunities for district leadership, administrators, and school board members to enhance their capacity in effective governance, strategic planning, and fostering a positive school culture. Through coaching, workshops, and networking opportunities, they support the growth and effectiveness of educational leaders within the district.

Compliance and Accountability: SCOE assists Keyes Union Elementary School District in navigating regulatory requirements, compliance obligations, and accountability measures. This support includes guidance on state and federal mandates, assistance with data reporting and accreditation processes, and support in developing systems for monitoring and evaluating progress towards established goals.

Overall, the technical assistance provided by the Stanislaus County Office of Education serves as a valuable resource for Keyes Union Elementary School District, helping to build capacity, foster collaboration, and drive meaningful improvement efforts. Together, they are committed to creating a supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General Overview	The adopted Local Control and Accountability Plan (LCAP) in the Keyes Union Elementary School District was significantly shaped by the invaluable feedback provided by various educational partners. Through collaborative efforts with stakeholders such as the English Language Learner Committee (ELL), the District English Language Learner Committee, Parents, Students, School Site Council (SSC) "Coffee with the Principals" sessions, Parent Teacher Club (PTC), parents, students, and staff including bargaining units, the district was able to ensure that the LCAP addressed the diverse needs of its community. At the middle school and fifth grade levels, Student government voice forums were held during the school day, allowing students to share their thoughts on school climate, academic supports, and extracurricular opportunities. Facilitated by site administrators and counselors, students participated in small group discussions using guiding questions related to the LCAP priorities. Their feedback was recorded and later reviewed by the district LCAP advisory team to inform goal setting and actions. The district hosted a series of “Parent Café” (with the principals monthly) meetings in both English and Spanish at school sites and the district office. These informal gatherings provided a welcoming space for parents to learn about the LCAP, ask questions, and provide input. Parents identified priorities such as increased access to

Educational Partner(s)	Process for Engagement
	after-school programs and more consistent teacher communication. Their feedback directly influenced the development of actions in the Family Engagement and Support goal area.
DELAC November 2024 through June 2025	The input from the ELL Committee played a crucial role in tailoring strategies and initiatives to support English language learners effectively. This committee provided insights into this demographic's specific challenges and requirements, ensuring that resources and programs were appropriately allocated. The District English Language Learner Committee contributed broader perspectives and expertise, offering district-wide guidance on overarching goals and best practices for English language learner education.
SELPA November 2024 through June 2025	All draft plans are shared with the SELPA Director by holding district meetings to review the plan with the SELPA Director, Special Education/ Curriculum Director, and Superintendent.
School Site Council November 2024 through June 2025	The adopted Local Control and Accountability Plan (LCAP) in the Keyes Union Elementary School District was significantly shaped by the invaluable feedback provided by the district, which was able to ensure that the LCAP addressed the diverse needs of its community. The input from School Site Councils, comprising parents, teachers, and community members, facilitated a collaborative approach to decision-making at the school level. These councils were pivotal in aligning school-level priorities with the broader district goals outlined in the Local Control and Accountability Plan (LCAP). Prioritizing Academic Interventions through Data Review: At Keyes Elementary and Spratling Middle School, the School Site Council reviewed student performance data in English Language Arts and Math, including benchmark assessments and state testing results. During SSC meetings, members comprising parents, teachers, and classified staff identified a growing need for targeted academic interventions, particularly for English Learners and students performing below grade level. Based on this input, the council

Educational Partner(s)	Process for Engagement
	recommended allocating additional LCAP resources for intervention staff and materials, which were then reflected in the districtwide goal to close achievement gaps. Supporting School Climate and Safety Initiatives: At Keyes Elementary and Spratling Middle School, the School Site Council held structured discussions on student behavior trends, attendance, and school climate survey data. Council members voiced concerns about student wellness and peer conflict on campus. The SSC recommended expanding social-emotional learning (SEL) programs and introducing a part-time campus supervisor. These suggestions were submitted to the district and integrated into the LCAP under the goal area focused on creating safe, inclusive learning environments.
Students Including Foster Youth and Homeless November 2024 through June 2025	Throughout the 2024–25 school year, students were intentionally engaged to ensure their voices shaped the Local Control and Accountability Plan (LCAP), with special attention to including foster and homeless youth. 1. Inclusive Student Forums and Focus Groups: Student Council meetings and student voice forums included structured opportunities for students to share input on school climate, academic needs, and wellness. Foster and homeless youth were intentionally invited to participate, often with support from school liaisons and community partners. In-depth focus groups, facilitated by counselors and administrators, gave these students a safe space to express their perspectives. 2. Surveys and Anonymous Feedback Tools: Student surveys—available in both paper and digital formats—were distributed districtwide with targeted outreach to ensure foster and homeless students could participate. Suggestion boxes and online comment portals allowed for anonymous input throughout the year. The data gathered informed LCAP goals on student wellness and academic support.

Educational Partner(s)	Process for Engagement
	3. Peer Leadership and Creative Projects: Student leaders, including peer mentors, helped gather feedback from classmates through informal classroom discussions. Additionally, students contributed to the LCAP development by submitting essays, artwork, and video projects reflecting their school experiences and ideas for improvement. These activities ensured that students, especially those from vulnerable populations, had multiple, meaningful ways to help shape the district's priorities and actions.
Both KTA and CSEA Keyes Unions November 2024 through June 2025	The contributions of staff, including representatives from bargaining units, were integral in designing strategies that supported the professional development needs of educators, ensured a supportive working environment, and fostered a culture of collaboration and excellence.
Administrators and Teachers November 2024 through June 2025	All site principals, coordinators, and teachers were involved in providing support, expertise, and suggestions for developing the LCAP. Keyes seeks and finds these individuals to be integral in designing strategies that support the professional development needs of educators, ensure a supportive working environment, and foster a culture of collaboration and excellence. Our administrators, teachers, and entire district admin team know our students and seek to provide all possible opportunities for their achievement. This whole process with all educational partners was and is collaborative and respected.
PTC November 2024 through June 2025	The Parent Teacher Club (PTC) was pivotal in aligning school-level priorities with the broader district goals outlined in the LCAP. It also contributed valuable suggestions and identified school site needs, serving as an essential partner in our stakeholder engagement efforts. Joint LCAP Planning Sessions with Staff and Bargaining Unit Representatives were held, and data were reviewed. During the 2024–25 planning cycle, the district held a series of joint planning sessions, including certificated and classified staff and representatives from both bargaining units. One key session focused on reviewing professional development priorities, during which staff members highlighted the need for increased training in differentiated

Educational Partner(s)	Process for Engagement
	instruction and strategies for supporting students with behavioral and emotional needs. Bargaining unit representatives actively contributed by advocating for dedicated collaboration time within the school day and ensuring any new initiatives aligned with negotiated agreements. Their input helped shape LCAP actions such as funding for early release days for staff collaboration, stipends for teacher-led training, and increased access to wellness resources. This collaborative approach ensured that the staff's voice directly influenced strategies to improve instructional quality and workplace culture.
Parents, community November 2024 through June 2025	In almost every meeting, the board was updated on the Local Control Accountability Plan either with a presentation or during the Superintendent's update. Our LCAP annual report and three-year plan began in August 2023, with the plan's implementation. In November, a mid-year review was started and completed in early January 2024. In January 2024, the district convened the new LCAP three-year plan committee, and it, along with our educational partners, began meeting to develop the plan by seeking input. Meetings occurred twice a month on Wednesdays, with early release days from January through June 3, 2025. During the mid-year review in February, the Superintendent shared an update on the LCAP review, including fiscal and goal progress. Covering the introduction and review of the changes and process for monitoring our 2024-25 LCAP. The new changes were also clearly shared with all educational partners. This process, which included multiple activities and meetings, began in November 2024 and continued through the first week of June 2025. We used Parent/Teacher (PTC) to seek engagement and shared data on the LCAP and Dashboard. Engagement with Parents through various channels, such as Coffee with the Principals sessions, PTC meetings, and direct communication channels, allowed for a comprehensive understanding

Educational Partner(s)	Process for Engagement
	of parental concerns, aspirations, and suggestions. Parents provided valuable insights into areas needing improvement, advocated for resources aligned with their children's needs, and helped prioritize initiatives that directly impacted student success. Furthermore, the input from School Site Councils, comprising parents, teachers, and community members, facilitated a collaborative approach to decision-making at the school level. These councils were pivotal in aligning school-level priorities with the broader district goals outlined in the Local Control and Accountability Plan (LCAP).
ELAC November 2024 through June 2025	The input from the ELL Committee played a crucial role in tailoring strategies and initiatives to support English language learners effectively. This committee provided insights into this demographic's specific challenges and requirements, ensuring that resources and programs were appropriately allocated. They reviewed the Dashboard and local measures to identify areas they felt needed to be addressed, like continued interventions The District English Language Learner Committee contributed broader perspectives and expertise, offering district-wide guidance on overarching goals and best practices for English language learner education.

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

Stakeholder Engagement and Influence on the 2025-26 LCAP

The Keyes Union Elementary School District dedicated most of the 2024–2025 school year to revitalizing and refining its Local Control and Accountability Plan (LCAP). This process required deep engagement across the school community and was rooted in continuous communication, listening, and data-informed decision-making. Between November 2024 and the first week of June 2025, the district actively collaborated with its educational partners to ensure the LCAP reflected the priorities and aspirations of the entire Keyes community.

Engagement with Educational Partners
Feedback was gathered through various formal and informal vessels, including School Site Councils, English Learner Advisory Committees (ELAC/DELAC), bargaining unit representatives, PTC events, community engagement nights, and student activities. Board meetings

routinely included LCAP updates, and the Superintendent's mid-year review in February provided transparent insight into progress, changes, and fiscal updates.

Board of Trustees:
The board regularly reviewed the LCAP implementation, with the superintendent sharing progress, successes, and areas for improvement at each board meeting throughout the 24-25 school year.

Student Voice:
Students actively participated through structured voice forums, student council discussions, surveys, and creative expression projects. Specific efforts ensured foster and homeless youth participation through targeted focus groups, listening sessions during advisory periods, and regular check-ins by school liaisons. These efforts influenced LCAP goals for student wellness, equity, and academic support.
:
Parent and Community Involvement
Parents and families provided valuable input during Coffee with the Principal sessions, community engagement nights, and PTC-sponsored events such as bingo and movie nights. These informal yet powerful settings allowed families to express needs and offer ideas, which were documented and incorporated into LCAP planning, especially in family engagement, communication, and student enrichment.

Staff and Bargaining Units:
Certified and classified staff, including bargaining unit representatives, participated in collaborative LCAP planning sessions. They shaped strategies around professional development, work conditions, and collaboration time. Their voices directly impacted goals related to instructional quality and educator support, ensuring alignment with contractual agreements and staff well-being.

School Site Councils and EL Committees:
School Site Councils were instrumental in aligning site-level needs with districtwide goals. They reviewed student data and proposed resources for intervention and social-emotional learning. ELAC and DELAC committees provided critical feedback for supporting English Learners, which led to expanded language support programs and family outreach strategies in the final plan.

Adjustments Based on Reflection and Prior Outcomes: In response to the continued academic needs of EL and SED students and to address the reclassification shortfall, the district will take the following steps:

Continue and refine extended day learning and targeted interventions, with greater alignment to ELPI standards and integrated language support.

Increase monitoring and personalized academic coaching for LTELs.

Expand early-grade intervention efforts with additional training and resources for primary grade teachers.

Revisit reclassification criteria and timelines to ensure timely identification and support for eligible students.

The district remains committed to strengthening these programs and monitoring their outcomes more closely to ensure measurable academic growth and improved reclassification outcomes in the 2025–2026 school year.

Conclusion:
The adopted 2025-26 LCAP for Keyes Union Elementary School District results from meaningful, diverse, and consistent engagement from all educational partners. The district's inclusive approach not only strengthened community trust but also ensured that the plan addressed the unique needs of students, families, and staff, promoting equity, opportunity, and academic excellence for all.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Academic Achievement: Ensure all students demonstrate proficiency in core subjects and are prepared for college, career, and civic life.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was chosen by our district and our educational partner's group because of their focus, commitment, and desire to offer high-quality and equitable education for all students. It is applicable to all of our student population subgroups. It is key to academic success, program quality, quality instruction, and safe learning conditions.
1 – Common Core and ELD Standards implementation with sufficient access to the standards-aligned instructional materials for all students
2 – Maintain and hire highly qualified teachers and instructional staff
3 – Update technology infrastructure and devices, provide technology professional development and support
4 – Increase the course of study
5 – Maintain facilities in good repair
6 – Instructional coaching to monitor implementation and improvement in classrooms
7 – Additional support and materials
8 – Maintain technology hubs and update all technology

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of state board adopted academic	Baseline Year 2023-24	We have increased our		We will provide professional	The difference is an increase of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and performance standards for all students. Based on data from CA Dashboardent, state and local performance data.	A baseline has been identified: 95 % of teachers need professional development in the areas of ELA and Math standards.	progress to 97% and have only one new hire who may require support in the coming year. The district remains committed to ongoing staff development, tailored to individual needs.		development for a 100% of teachers in the areas of ELA and Math.	in providing professional development districtwide.
1.2	Percentage of adopted standards-aligned materials in grades K-8	Baseline Year 2023-24 100% of the students have sufficient access to instructional materials in all content areas. However, some materials must be adopted as the state establishes future adoption cycles.	Year 2024-25 100% of the students have sufficient access to instructional materials in all content areas. However, some materials must be adopted as the state establishes future adoption cycles.		100% of the students will have sufficient access to instructional materials in all content areas, including future adoption cycles.	No difference this year. Maintained at 100%.
1.3	Percentage of: * Misassignments of teachers of ELs * Total teacher misassignments * Vacant teacher positions Based on Staffing Human Resources and Fiscal reports	Baseline Year 2023-24 Percentage of: * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 1	Percentage of Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 1		Percentage of: * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 0	There is no change from the 2023–24 baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Inventory of technology devices for students and staff	Baseline Year 2023-24 100% of our students have one-to-one devices, with 100% iPads in TK-K and 100% Chromebooks in grades 1-8. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support.	The district has maintained this and continues to budget for purchases as needed. 100% of our students have one-to-one devices, with 100% one-to-one iPads in TK-K and 100% Chromebooks in grades 1-8. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support.		100% of our students have one-to-one devices, with 100% iPads in TK-K and 100% Chromebooks in grades 1-8. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support.	There is no change from the 2023–24 baseline data.
1.5	Implementing programs and services developed and provided to individuals with exceptional needs.	Baseline Year 2023-24 The Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including individuals with exceptional needs.	We have been able to continue with the Master schedule at the elementary and middle school levels, which includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including		Continue to ensure the Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including individuals with exceptional needs.	There is no change from the 2023–24 baseline. The district has maintained a comprehensive Master Schedule at both the elementary and middle school levels that includes ELA/d-ELPI, Math, Science, Social

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			individuals with exceptional needs.		Will also see ten addition of intervention supports	Studies, Health, and PE for all students, including individuals with exceptional needs. This reflects the district's continued commitment to equitable access to a full academic program for all learners.
1.6	In addition, the district proposes a yearly 5% growth in standards mastery as measured by the dashboard in ELA, ELPI, Math, and NGSS.	Baseline Year 2023-24 The baseline dashboard data: ELA: 33.7 points below standard ELPI: 50.2% making progress Math: 59 points below standard NGSS: 23.75% met or exceeded standard The student group that performed in Red. ELA SWD: 96.4 points below standard Math SWD: 132 points below standard Baseline Year 2024-25 LTEL: 87.3 points below standard	The dashboard data for 2024 indicates: ELA: 39 points below standard. ELPI: 55.1% making progress Math: 69.2 points below standard NGSS: No Dashboard Results Available A student group that performed in Red. ELA SWD: 103.3 Points below standard. LTEL: 87.3 points below standard		The growth or maintenance is as follows and will be based on Dashboard data: ELA: 20.0 points below standard ELPI: 65.0% making progress Math: 40 points below standard NGSS: 35.00% met or exceeded standard The student group performed in the Red base year. ELA SWD: 96.4 points below standard Math SWD: 132 points below standard	Overall Performance: Districtwide Metrics (2023–24 vs. 2024) ELA: Declined by 5.3 points Math: Declined by 10.2 points ELPI (English Learner Progress Indicator): Improved by 4.9% NGSS (Science): 2024 Outcome: No Dashboard Results Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math LTEL: 127.2 points below standard SWD 144.5 points below standard			The target is no group in the red performance category or a decrease of 50% below standard in Math and ELA.	Student Groups in the Red Performance Band ELA – Students with Disabilities (SWD): Declined by 6.9 points ELA – Long-Term English Learners (LTEL): No comparison available Math – Students with Disabilities (SWD): Declined by 12.5 points Math – Long-Term English Learners (LTEL): No comparison available
1.7	All students have access to a broad course of study with programs and services developed and provided to unduplicated pupils	Baseline Year 2023-24 The Master schedule at the elementary and middle school levels includes ELA/ d-ELPI, Math, Science, Social Studies, Health, and PE for all students,	The Master schedule at the elementary and middle school levels includes ELA/D-ELPI, Math, Science, Social Studies, Health,		The Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health,	While the Master Schedule continues to provide core instruction in ELA/d-ELPI, Math, Science, Social Studies, Health,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including English learners, low-income, and foster youth. We currently have music in grades 6-8 and art in grades TK-8.	and PE for all students, including English learners, low-income students, and foster youth. However, we had to put our music program on hold due to the loss of a music teacher. We have now secured a teacher for the upcoming 2025-2026 school year. We will offer music next year and hope to hire an art teacher for the 2025-26 school year to serve grades TK-8. Finding credentialed teachers in Music and Art has been a challenge.		and PE for all students, including English learners, low-income, and foster youth. Our goal is to provide art and music to all students in TK-8.	and PE for all students—including English Learners, low-income students, and foster youth—there has been a temporary change in enrichment offerings. The district had to pause the music program in grades 6–8 due to the loss of the music teacher.
1.8	School facilities are maintained in good repair	Baseline Year 2023-24 All district facilities are well-maintained and have, at a minimum, a Good Rating on the latest yearly inspection.	All district facilities are well-maintained and have, at the minimum, a Good Rating on the latest yearly inspection. We have also secured a bond to upgrade		All district facilities are well-maintained and have, at the minimum, a Good Rating on the latest yearly inspection.	The district maintains all facilities at a high standard, with each site receiving at least a "Good" rating on the most recent yearly inspection,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			facilities and lighting in the coming school year.			consistent with the 2023–24 baseline.
1.9	Implementation of State Standards Self-Reflection Tool (Rating Scale lowest to highest) 1 = No Progress 2 = Beginning phase of development 3 = Progress 4 = Full implementation	Baseline Year 2023-24 All teachers have been trained on the ELPI standards as part of our ELA/ELD professional development this year. All teachers participated in Language Acquisition Training (ELPI) during the 2023-24 school year. This will be followed up during 2024-25 with ongoing training, coaching, and support for teaching English learners across all content areas.	We have maintained the ability to provide teachers trained on the ELPI standards as part of our ELA/ELD professional development this year. All teachers continue participating in Language Acquisition Training (ELPI) during the 2024-25 school year. This will be followed up during 2025-26 with ongoing training, coaching, and support for teaching English learners across all content areas.		Maintain with all teachers trained on the ELPI standards as part of our ELA/ELD professional development. All teachers participated in Language Acquisition Training (ELPI) and followed up with ongoing training, coaching, and support for teaching English learners across all content areas.	There is no change from the 2023–24 baseline.

Goal Analysis [2024-25]

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

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

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

Overall Implementation: During the 2024–2025 academic year, the district made significant progress toward achieving goal 1: Academic Achievement

Successful Implementation:

· Action 1.1 (CCSS and ELD Implementation) was implemented with fidelity. Districtwide, 97% of teachers completed professional development in English Language Arts (ELA) and Mathematics standards. Only one new hire remained pending full support.

· Action 1.2 (Staffing) maintained stable staffing with 0% teacher misassignments and 1% vacancy, ensuring consistency in classroom instruction.

· Action 1.3 (Technology) continued full 1:1 device access for students, and instructional technology tools were maintained for all educators and LTL Students. All students had access to 1:1 devices, with 100% of TK–K students using iPads and 1st–8th grade students using Chromebooks. Teachers and paraprofessionals were fully equipped with laptops, smartboards, projectors, and document cameras to support instruction and learning.

Implementation Challenges:

· Action 1.4 (Differentiated Assistance with SCOE): Although targeted professional development (PD) and support for students with disabilities (SWD) were implemented, Dashboard data indicate the need for deeper intervention, as the academic gaps of SWD remained significant. We will continue to collaborate with SCOE to address persistent academic gaps for students with disabilities (SWD).

· Action 1.5 (Course of Study) faced implementation challenges. The district temporarily paused the music program due to a staffing vacancy, but has hired a new music teacher for 2025–26 and is actively recruiting an art teacher. The master schedule at both the elementary and middle school levels ensured all students, including English learners, foster youth, and low-income students, had access to core academic subjects (ELA/ELPI, Math, Science, Social Studies, Health, and PE). However, due to the unexpected departure of our music teacher, we had to place our music program on hold for the 2024–2025 school year. We have secured a new music teacher for the 2025–2026 academic year and are actively recruiting an art teacher to expand our offerings the following year.

. Action 1.6 We successfully maintained safe facilities for staff and students through regular maintenance, inspections, and repairs.

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.

Material Differences – Budgeted vs. Estimated Actuals: There were minimal material differences between budgeted and actual expenditures. The primary variance resulted from not operating the music program during the 2024–2025 year, which led to cost savings in staffing and supplies. These funds are being redirected toward future hiring and developing a visual and performing arts program, including music and art

teachers, for 2025–2026. The percentages of improved services remain consistent with prior projections, aside from the pause in the music program.

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

The actions taken under this goal have been largely effective in advancing equitable access to quality education and resources.

Effective Actions:

· Action 1.2 (Highly Qualified Staff): Staffing remained high, with only one position unfilled, and 0% teacher misassignments. This stable staffing allowed consistent instruction and monitoring of standards-aligned teaching.

· Action 1.3 (Technology Infrastructure and Devices): 100% of students, including LTEL students, maintained 1:1 device access, and instructional staff were equipped with essential teaching technology. This supported uninterrupted access to digital curriculum and tools, aiding instructional delivery.

Partially Effective/Challenged Actions:

.Action 1.1 (CCSS and ELD Standards Implementation): Professional development coverage among teachers increased from 95% to 97%, nearly meeting the whole training goal. This contributed to better instructional alignment, especially in ELA and Math, although gaps remain for Students with Disabilities (SWD), who scored 96.4 points below the standard in ELA and 132 points below the standard in Math.

· Action 1.4 (Differentiated Assistance with SCOE): Although targeted professional development (PD) and support for students with disabilities (SWD) were implemented, Dashboard data indicate the need for deeper intervention, as the academic gaps of SWD remained significant (96.4 points below standard in ELA and 132 points in math). We will continue to collaborate with SCOE to address persistent academic gaps for students with disabilities (SWD).

· Action 1.5 (Increase Course of Study): Music education was paused due to a teacher vacancy, limiting student access to enrichment. However, a new music teacher for the 2025–26 academic year has been secured, and art recruitment is underway.

. Action 1.6 (Safe Facilities) The district effectively maintained safe facilities for students and staff as evidenced by an overall Good Rating on the annual inspection.

Effectiveness of Specific Actions: The actions taken under this goal have been largely effective in advancing equitable access to quality education and resources. Whole device access, well-equipped classrooms, high-quality instructional materials, and a strong focus on professional development (especially around ELPI standards) have supported progress. However, baseline Dashboard data continues to highlight significant academic gaps, particularly among Students with Disabilities (SWD), as evidenced by:

ELA: SWD scored 96.4 points below standard

Math: SWD scored 132 points below standard

These gaps underscore the need for continued instructional support and targeted interventions for this student group.

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.

As a result of our Bond Measure approved by voters, we will continue with the facilities inspection committee and Facility Site Visit Protocols. We will also continue to implement maintenance plans for needed repairs, along with possible future facilities bond passage. Metric 1.6 has been updated to include the LTEL student group.

Based on our analysis of the data and reflection on implementation, we will continue providing ELPI-aligned professional development and extend this with ongoing coaching in 2025–2026.

Reinstate the music program in 2025–2026 and pursue the hiring of a TK–8 art teacher.

Enhance support services for Students with Disabilities through targeted instructional strategies and interventions.

Leverage bond funding to upgrade physical infrastructure, which may contribute to improved student engagement and learning environments.

These refinements demonstrate our commitment to continuous improvement and responsiveness to the evolving needs of our students and staff.

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	Common Core and ELD Standards Implementation	a. Monitor and adjust the plan as needed. b. Continue professional development in Math, ELD, ELA, Mathematics, Science, and Social Studies. c. Continue to purchase standards-aligned materials and resources to support curriculum core adoptions. d. Continue to support the funding for a curriculum director position.	$549,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		e. Begin to plan to fund a special education director position. f. Add additional Reading and writing supplemental materials for all grade interventions.		
1.2	Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	a. Maintain computers / electronic Chromebooks and class devices b. Evaluate technology needs and purchase additional devices and applications for student and staff use c. Implement a technology replacement plan d. Maintain Datapath Contract for IT Support Services	$348,481.00	Yes
1.3	Technology infrastructure and devices	a. Maintain proper course assignments b. Continue yearly monitoring of appropriate assignments and credentials c. Continue with additional teacher position at SMS d. Continue with a teacher at SMS to support block schedule e. Maintain teacher days from 181 to 183	$253,160.00	Yes
1.4	Differentiated Assistance	Improve student achievement, specifically our SWD students, by partnering with SCOE, a technical assistance provider, to offer targeted professional development for teachers and administrators at both the elementary and middle school levels. This training will focus on improving the quality and consistency of core instruction across all content areas. SCOE will also provide professional learning to support the districtwide behavioral MTSS efforts.		Yes
1.5	Increase course of study	a. Continue with additional electives and add new electives at the middle school when possible b. Provide arts and music education and enrichment activities both during and after school at KES and SMS c. Continue with additional teachers at KES to support lower class sizes and intervention opportunities	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Maintain safe facilities for all students and staff	a. Continue facilities inspection committee and Facility Site Visit Protocols. b. Continue to implement maintenance plans for needed repairs along with possible future facilities bond passage.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Equity: Close achievement gaps among student groups and provide equitable access to educational opportunities, resources, and support services.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was chosen by our educational partners as the stimulus to ensure students will make yearly sustainable academic progress towards meeting proficiency and skills mastery. The goal was also developed to establish accountability measures for all students and all staff as partners in the learning process.
1 – Increase positive teacher interactions with students on a daily basis
2 – Increase support services for students
3 – Improve support for English Learners and increase reclassification rates
4 – Monitor district and state assessments to best communicate progress with our students and parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Intervention schedules, extended day schedules, and paraprofessional support.	Baseline Year 2023-24 Extended ELA and Math days are offered after school at the elementary and middle schools three days a week for 80% of the school year. Additional targeted interventions in grades 1-2 will be of high priority.	Extended ELA and Math days are offered after school at the elementary and middle schools, three days a week, for 80% of the school year. Additional targeted interventions in		Maintained Extended days in ELA and Math offered after school at the elementary and middle schools, three days a week for 80% of the school year. With the addition of	Maintained progress is being made, and the focus remains on extended ELA and Math days offered after school at the elementary and middle schools, three days a week.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grades 1-2 will remain a high priority.		targeted interventions in grades 1-2.	
2.2	Percentage of English learners progressing toward English Proficiency on ELPAC; English Learner Reclassification Rates. This will include EL and LTEL students.	Baseline Year 2023-24 Percentage making progress towards proficiency: District - 54.1%, Keyes Elementary - 51.3%, Spratling - 63.3% Our goal is to maintain a 10% reclassification rate per year of our total population. 2023 - 2024 school year Data KES: Total ELs before RFEP this school year 23-24: 198 ELs Total of RFEP'd students: 12 Total IFEP students: 10 RFEP rate 12/198: 6.1% Total ELs as of 5.17.24: 186 ELs SMS: Total ELs prior to RFEP this school year 23-24: 82 ELs Total of RFEP'd students: 12 Total IFEP students: 1	For 2024 Year Percentage making progress towards proficiency: District 55.1%, Keyes Elementary - 53.8% Spratling - 59.1% We aim to maintain a 10% reclassification rate per year of our total population. For 2024 Year KES: Total ELs Prior to RFEP this school year 2024: 185 ELs Total of RFEP'd students: 6 Total IFEP students: 10 RFEP rate 31/185: 16.8% Total ELs: 154 ELs SMS: Total ELs Prior to RFEP this school		Our goal is to maintain a 10% reclassification rate per year for our total population. In addition, students will make progress toward English Language Proficiency. The percentage number of LTEL will decrease by 5% yearly.	Reclassification (RFEP) Rates 2024 Districtwide RFEP Rate: +8.1% increase — moving closer to the 10% annual target Keyes Elementary (KES): +10.7% increase, exceeding the 10% annual goal Spratling Middle School (SMS): +1.9% increase — maintained strong performance English Learner Progress Indicator (ELPI) Districtwide ELPI – Percentage of ELs Making Progress: +6.3% improvement By School Site:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP rate 12/82: 14.6% Total ELs as of 5.17.24: 70 ELs DISTRICT TOTALS: Total ELs prior to RFEP this school year 23-24: 280 ELs Total of RFEP'd students: 24 Total IFEP students: 11 RFEP rate 24/280: 8.6% Total ELs as of 5.17.24: 257 ELs LTEL: 36.2 percent ELPI: 50.2% making progress	year - 2024: 85 ELs Total of RFEP'd students: 14 Total IFEP students: 1 RFEP rate 14/85: 16.5% Total ELs: 71-ELs DISTRICT TOTALS: Total ELs Prior to RFEP this school year- 270 - 2024: -225 ELs Total of RFEP'd students: 20 Total IFEP students: 11 RFEP rate 45/270: 16.7% Total ELs: 225 ELs LTEL: 5.3% ELPI: 56.5%, making progress			Keyes Elementary: +2.5% Spratling Middle School: –4.2% decrease — slight decline needing monitoring Long-Term English Learners (LTEL) –30.9% significant reduction, indicating substantial progress in timely language reclassification and support.

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

· Action 2.2 (Support Services) was implemented as intended. Extended day learning in ELA and Math was offered three days a week at both sites for approximately 80% of the school year. Additional supports included expanded paraprofessional staffing, increased mental health and behavior services, and home-to-school transportation.

· Action 2.3 (English Learner Support) included professional development, curriculum implementation for LTELs, and monitoring of EL progress.

· Action 2.4 (Assessment Monitoring) continued successfully through benchmark tools and the district's data tracking system, supporting consistent communication with families and data-informed instructional adjustments.

Overall Implementation: During the 2024–2025 school year, the district continued implementing extended learning opportunities and targeted supports to improve academic achievement in English Language Arts (ELA) and Math. Extended day programs were successfully offered three days per week for approximately 50% of the school year at both Keyes Elementary School (KES) and Spratling Middle School (SMS). These sessions focused on both remediation and skill-building for students needing additional support.

Targeted interventions were especially emphasized in grades 1 and 2, recognizing the critical importance of foundational literacy and numeracy skills. These early interventions remain a high priority for our district moving forward.

Implementation Variances, Challenges, and Successes: Overall, implementation followed planned actions. One area where implementation fell slightly short of the target was the reclassification of English learners. While our district goal is to achieve a 10% annual reclassification rate, the actual rate for 2023–2024 was 8.6%.

KES RFEP Rate:16.8% (31 of 185students)

SMS RFEP Rate: 16.5% (14 of 85 students)

Districtwide RFEP Rate: 16.7% (45 of 270 students)

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.

Material Differences in Budget and Services: There were no major material differences between budgeted expenditures and actual services provided for this goal. Funding allocated for extended day programs, intervention materials, and EL support was fully utilized. Some shifts occurred within sites depending on staffing and student participation rates, but services were consistent with the intended scope.

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

The actions implemented under Goal 2 have been moderately effective in advancing equitable academic outcomes, with measurable gains in specific areas and room for strategic enhancement.

Effective Actions:

· Action 2.2 (Increase Support Services): Extended day instruction was delivered consistently across both school sites for approximately 80% of the academic year. Paraprofessional staffing and expanded mental health and behavioral support services contributed to a stable learning environment and improved early intervention efforts. This action helped sustain a 1% growth in benchmark proficiency in both English Language Arts (ELA) and Mathematics.

· Action 2.4 (Monitor Assessments): The district utilized local benchmark tracking and consistent communication tools to maintain academic monitoring, resulting in modest student growth in on-grade-level performance. This action helped sustain a 1% growth in benchmark proficiency in both English Language Arts (ELA) and Mathematics.

Partially Effective/Challenged Actions:

· Action 2.3 (Improve Support for English Learners): Spratling Middle School exceeded the 10% reclassification target at 14.6%, demonstrating the impact of targeted ELD instruction and implementation of the LTEL curriculum. Professional development and ongoing English Language (EL) monitoring also supported EL progress. Districtwide reclassification fell short of the 10% target at 8.6%, and 36.2% of ELs are classified as LTELs. Additional efforts are needed to reduce long-term EL status and ensure timely RFEP transitions.

Summary of Key Findings:

Overall performance in both ELA and Math declined in 2024 despite remaining in the Orange performance band.

Local benchmark scores reflect a 4.5% decrease in students meeting or exceeding grade-level standards, validating state Dashboard trends.

English Learners showed marked improvement (up 9.4 points), a strong outcome of targeted strategies.

Socioeconomically Disadvantaged students regressed slightly, warranting renewed focus on equity and access.

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

Changes to Goals and Metrics:

No changes were made to the goal, metrics, or target outcomes.

Action 2.2: (Increase Support Services): Using LREBG funding.

Increased Instructional Support in Math: Due to the 10.2-point drop in math performance, additional intervention time and instructional aide support will be provided during the regular instructional day at both school sites.

Expanded Data Monitoring Teams: Site leadership teams will meet monthly (instead of quarterly) to review academic data, identify trends, and adjust instruction or interventions in real-time.

Enhanced Family Engagement Strategies: In response to the decline in overall academic performance, family workshops will be introduced as part of ongoing engagement events, focusing on homework strategies, literacy at home, and math games.

Refined Focus on Socioeconomically Disadvantaged Students: Targeted after-school tutoring, SEL supports, and increased parent communication will be prioritized for this subgroup, which experienced a 5.7-point decline in ELA.

These changes reflect the district's ongoing commitment to using data and stakeholder feedback to continuously improve the effectiveness of the LCAP and ensure equitable outcomes for all students.

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
2.2	Increase Support Services for Students	This is an LREBG action. a. Continue with extended day classes at both school sites. b. Provide home-to-school transportation. c. Hire new and maintain paraprofessionals to provide teachers with support for general education, special education, and English Learners. d. Provide program licensing and materials for intervention, tutorial, and enrichment. e. Continued with adequate office clerks and health aides. f. Two additional days per week of mental health clinician support. g. One additional day per week of board-certified behavior analyst support. h. MSW Interns - CSUS Supervisor. I. Mentors from Stanislaus State Criminal Justice Program.	$1,214,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This initiative focuses on expanding evidence-based interventions, enhancing teacher support, and implementing personalized learning. Key strategies include hiring an Instructional Coordinator, adding paraprofessionals, and investing in intervention materials, especially to strengthen Tier 2 and Tier 3 supports. Research supports the use of early, targeted interventions to improve student outcomes. Metric 2.3 Metrics will assess this and use the percentage of students making gains in reading and math based on diagnostic benchmarks (using i-Ready and other local assessments). Funding will be used as needed over the three years of LREBG funding, adhering to LREBG requirements. LREBG $235,123		
2.3	Improve support for English Learners	a. Continue with professional development on English Language Development Standards and ELA/ELD Framework. b. Continue implementing instruction on research-based English language development, academic content, and academic performance standards in every classroom. c. Continue implementing a plan to monitor English learner progress and report to parents. d. LTEL curriculum has been purchased and will be implemented in the coming year to best support these students d. Continue to support the position of English Language Learner Coordinator.	$158,998.00	Yes
2.4	Monitor formative assessments, and benchmarks	a. Continue with current Benchmark assessments. b. Continue to research and review communication tools to share the student's academic success with all parents. c. Maintain a contract with Stanislaus Stats Data to track student progress.	$8,139.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Engagement: Foster a positive school climate and actively engage families, students, staff, and educational partners in the educational process.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district and all educational partners want to see an increase in engagement and overall involvement with parents/guardians and the community. The goal is to ensure we are actively engaging our parents and students in the learning process and to provide a collaborative educational experience for all students and parents.
1 – Increase opportunities for all parents to be involved and participate.
2 – Provide opportunities for more student engagement and participation.
3 – Provide safe and supportive campuses with behavioral expectations to increase student engagement in all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The district, emphasizing our EL, SED, FY, and SWD parents, will promote parent participation in decision-making, meetings, events, and activities, monitored through sign-in sheets and surveys.	Baseline 2024-25 94.59% yearly attendance. Each site will monitor participation in scheduled events.	Year 1 Outcome: A baseline of 94.59% yearly attendance in 2024-25.		Increase by 15% total over the three years.	Baseline (2024-25) was established.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Attendance Rates	Baseline 2023-24 Attendance rates are listed below: KES 94.94%, SMS 94.34%, KUSD 94.74% 2023-2024	Attendance rates are listed below: KES 94.79%, SMS 94.19%, KUSD 94.59% 2024-2025		Attendance rates are listed below: KES 95.86%, SMS 96.57%, KUSD 96.09%	Metric: Attendance Rates Analysis: Current Difference from Baseline KESKeyes Elementary School (KES): Decrease of 0.15 percentage points Spratling Middle School (SMS): Decrease of 0.15 percentage points KUSD Overall: Decrease of 0.15 percentage points
3.3	Chronic Absenteeism Rates.	Baseline 2023-24 Chronic Absenteeism rates are listed below: Dashboard indicates: 2022-23 District - 20.3% KES - 22.0% SMS - 14.7% Asian - 21.7%	Chronic Absenteeism rates are listed below: Dashboard indicates: 2024 District - 14.17% KES - 12.02% SMS - 18.58% Asian - 1%		Chronic Absenteeism rates are listed below: Dashboard indicates: District - 6.7% KES - 6.3% SMS - 7.4% Asian - 4.0%	Metric: Chronic Absenteeism Analysis: Current Difference from Baseline District: Decrease of 6.13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						KES: Decrease of 9.98 percentage points SMS: Increase of 3.88 percentage points Asian Student Group: Decrease of 20.7 percentage points
3.4	Middle school dropouts.	Baseline 2023-24 We have no middle school dropouts.	We have no middle school dropouts.		We have no middle school dropouts.	No differences to report.
3.5	Suspension Rates	Baseline 2023-24 Suspension numbers are listed below: Dashboard indicates: District - 3.6% KES - 1.4% SMS - 8.8% District Special Education Suspension rate: 7.4% EL - 4% White - 6.7 In 2024, district-wide, the overall average will be 3.5%, including students with special needs.	Suspension numbers are listed below: The 2024 Dashboard indicates: District -2.8% KES - 0.2% SMS - 8.5% District Special Education Suspension rate - 3.4% EL - 2.6% White -2.6% The Dashboard indicates positive growth district-		District-wide, the average will be 1.5%, including students with special needs. District - 1.5 KES - 1.0 SMS - 3.5 District Special Education Suspension rate: 2.5% EL - 1% White 3%	District English Learners (EL): Decrease of 1.4 percentage points White Students: Decrease of 4.1 percentage points The district, KES, EL, SWD, and White student groups all made notable reductions in suspension rates and are on track to meet the 3-year goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			wide in 2024. The goal remains that the average will be 3.5% or lower, including students with special needs.			Spratling Middle School showed only a slight improvement (0.3%) and continues to be significantly above the district average and Year 3 target (currently at 8.5%, target is 3.5%).
3.6	Expulsion Rates	Baseline 2023-24 Expulsion Rates KES 0, SMS 0, KUSD 0 2024 Maintain	Expulsion Rates KES 0, SMS 0, KUSD 0 2024-25 Maintained at zero (0).		Expulsion Rates KES 0, SMS 0, KUSD 0 Maintain	Expulsion rates contine to be zero (0) with no chage occuring for 2024
3.7	Student access to counseling and mental health services.	Base Line 2023-24 Baseline is that all students have access to mental health services	2024-2025 We have been able to offer and provide all students with access to mental health services.		The goal is to maintain our current level of resources and support	Maintained - All students have access to mental health services.
3.8	Positive teacher interactions will be measured through student surveys, CHKS and local measures, administrator walkthroughs and observations, and daily planners requiring	Baseline 2024-25 A baseline of 75% daily agenda interactions was established in 2024-2025 to increase the number of positive interactions between students and teachers by 5% annually with the	A baseline was established in 2024-2025. The baseline is 75% daily agenda interaction with students and parents. Students,		Show an increase in student-teacher-positive interaction by 5% yearly with the support of PBIS, MTSS, and the Seity health and wellness application.	Metric: Positive Teacher Interactions Baseline was established in 24-25. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teacher and parent signatures. Daily interaction with students and parents will begin with 75% of agendas being signed by students, parents, and teachers. This will increase by 5% each of the grading periods.	support of PBIS, MTSS, and the Seity health and wellness application. The baseline is 75% daily interaction with students and parents on the agenda. Students, parents, and teachers will sign the agendas. This will increase by 5% each of the grading periods.	parents, and teachers will sign the agendas. This increased by 0.00 % in each of the grading periods.		Daily interaction with students and parents will reach 95%, with agendas signed by students, parents, and teachers. This will increase each of the grading periods until meeting 95%.	
3.9	Students, staff and Parents Feel Safe and Connectedness At School	Baseline 2023-24 Percent who agree that the school is safe 95% of tudents 98 % Staff 90 % of Parents Percent who agree that they are connected to the school 92% of Students 99% Staff 90% of Parents	Percent who agree that the school is safe 96% of Students 96 % Staff 92 % of Parents Percent who agree that they are connected to the school 93% of Students 96% Staff 91% of Parents		Percent who agree that the school is safe: Students, Staff, and Parents will be 98 to 100% Percent who agree that they are connected to the school: Students, Staff, and Parents will be 98 to 100%	Metric: Students, Staff, and Parents Feel Safe and Connected at School: Percent who agree that the school is safe Group Baseline Year 1 Difference Students 96% +1% Staff 96% –2% Parents 92% +2% Percent who agree that they are connected to the school:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Group Baseline Year 1 Difference Students 93% +1% Staff 96% –3% Parents 91% +1%

Goal Analysis [2024-25]

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

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

Overall Implementation Summary

During the 2024–25 school year, the district implemented various strategic actions to improve student engagement, attendance, and overall school climate. A key focus was building positive relationships between students and teachers and prioritizing students' social-emotional health. The implementation closely aligned with the planned actions outlined in the LCAP, and baseline measures were introduced to support long-term tracking and improvement.

Successful Implementation:

Action 3.1 was fully implemented across all school sites. Supervision assignments were designated, PBIS (Positive Behavioral Interventions and Supports) routines were consistently followed, and wellness supports were provided for students. These efforts contributed to a more predictable and supportive school environment.

Action 3.2 saw the rollout of a Social-Emotional Learning (SEL) curriculum and restorative practices to improve classroom culture and student behavior. While these initiatives were launched districtwide, the consistency of implementation varied, particularly at the middle school level. This variation highlighted the need for additional staff coaching and support to ensure full implementation fidelity.

Actions 3.3 and 3.4 were effectively carried out. The use of School Attendance Review Board (SARB) teams and proactive family outreach efforts resulted in improved chronic absenteeism rates, with notable gains for English Learners and Homeless youth. The district also implemented student recognition and incentive programs that fostered a sense of school belonging and pride among students.

Action 3.5 was implemented, but not with the depth or consistency intended initially. While the Multi-Tiered System of Supports (MTSS) framework is in place, ongoing professional development is required to strengthen staff capacity to implement MTSS effectively. The district

continues to use PBIS, MTSS, and the Seity wellness platform to promote positive interactions and student well-being; however, there remains an opportunity to align systems and practices better to maximize their impact.

Challenges:
Some key challenges faced during implementation included varying levels of staff readiness, the need for ongoing professional learning in SEL and MTSS frameworks, and time constraints related to coaching and fidelity of delivery, especially at the secondary level. Additionally, balancing site-specific needs with districtwide coherence required thoughtful coordination and support.

Successes:
Despite challenges, the district achieved significant progress in student attendance, engagement, and school climate. Staff demonstrated commitment to implementing new routines and supports, and students responded positively to increased recognition and consistent expectations. The use of data to guide decisions also improved, especially in attendance and chronic absenteeism monitoring.

Conclusion:
Overall, the district successfully initiated and carried out its planned actions, with only minor adjustments needed to improve implementation fidelity. A continued focus on coaching, professional development, and data-driven decision-making will be key to sustaining and building upon this year's successes.

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.

During the 2024–25 implementation year, the district remained committed to executing the actions outlined in the LCAP, particularly those aimed at improving student engagement, attendance, school safety, and climate. While the majority of expenditures aligned closely with budgeted amounts, there were a few material differences between budgeted and estimated actual expenditures, as well as differences in the estimated percentage of improved services provided to unduplicated pupils.

Budgeted vs. Actual Expenditures:

Action 3.2 (SEL and Restorative Practices): The district originally budgeted higher training and SEL resource materials expenditures. However, due to limited availability of professional development providers and lower-than-anticipated costs for selected curriculum, actual expenditures were approximately 20% lower than projected. Some coaching and implementation support were delayed to the following year due to scheduling and staffing constraints.

Action 3.5 (MTSS, PBIS, and Seity Platform Integration): While the district invested in the Seity platform and PBIS routines, the full cost of implementing MTSS supports—particularly training and collaboration time—was underutilized due to ongoing professional development needs and lack of staff time. As a result, actual expenditures were approximately 15% below the budget. The district anticipates carrying over these funds to deepen implementation in 2025–26.

Recognition and Incentive Programs (Action 3.4): Expenditures were higher than anticipated as schools expanded their student recognition efforts to reinforce positive behaviors and attendance. These investments were effective in helping reduce chronic absenteeism and build student connectedness.

Improved Services Percentage – Planned vs. Actual:

The district originally projected a minimum of 15% improved services for unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) through expanded supports in wellness, attendance interventions, and engagement programs.

However, due to variability in implementation—particularly in the fidelity of MTSS and SEL rollouts—the estimated actual percentage of improved services was approximately 12%. While progress was made, the district recognizes the need to improve consistency in service delivery across all sites to fully meet its service targets in future years.

Summary:

The differences in expenditures and percentage of improved services were primarily due to:

Delayed or phased implementation of professional development;

Lower-than-expected costs for certain materials;

Higher-than-anticipated investment in engagement and recognition activities;

Variability in site-level implementation requires further coaching and alignment.

The district remains committed to aligning future expenditures and service improvements more closely with initial plans, especially as foundational systems like MTSS and SEL frameworks mature in years two and three of the plan.

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

The actions implemented under Goal 3 have been moderately effective in promoting equitable academic and behavioral outcomes, with measurable improvements in attendance, engagement, and school climate. Some actions achieved notable success, while others revealed the need for more consistent implementation and targeted support.

Effective Actions:
Action 3.1 – Improve School Climate and Safety:
The district expanded campus supervision, embedded PBIS routines, and increased access to wellness supports. These actions enhanced campus safety and helped foster a more predictable and supportive school environment. Local data indicates a 3% decrease in districtwide

chronic absenteeism, with improved outcomes for English Learners and Homeless students. Facility inspections also confirmed that all campuses remain in “Good” repair.

Action 3.3 – Family Engagement & Attendance Monitoring:
Increased SARB collaboration and regular attendance reviews allowed staff to intervene earlier with at-risk students. Subgroup performance showed improvement:

EL chronic absenteeism reduced to 36.2%

Homeless student absenteeism reduced to 67.5%

These results reflect progress toward the district’s goal of reducing subgroup absenteeism below 45%.

Action 3.4 – Student Belonging and Engagement:
The district implemented recognition programs and provided opportunities for student voice. We observed a slight increase in student connectedness, as reported on the climate survey, and a decrease in chronic absenteeism (6.13%).

Partially Effective or Challenging Actions:
Action 3.2 – Restorative Practices and SEL Implementation:
The district adopted SEL curriculum and launched restorative practice training across sites. However, implementation fidelity varied—especially at the middle school level—limiting the full impact of these initiatives. While overall suspensions declined, students with disabilities (SWD) and White students continued to demonstrate higher suspension rates, remaining flagged on the Dashboard.

Staff surveys and administrative walkthroughs point to the need for:

Ongoing professional development,

More intentional coaching in behavior support strategies, and

Increased access to tiered interventions at the classroom level.

Action 3.5 – Multi-Tiered Systems of Support (MTSS):
The district made strides in aligning MTSS structures and began leveraging the Seity platform to monitor social-emotional wellness. We observed a slight increase in student connectedness, as reported on the climate survey, and a decrease in chronic absenteeism (6.13%).

Conclusion:
Actions under Goal 3 have led to measurable improvements in school safety, chronic absenteeism, and student engagement. However, the district recognizes that systemic, consistent implementation—particularly of SEL and MTSS frameworks—will be necessary to sustain and deepen these gains. Strategic coaching, monitoring, and stakeholder collaboration will guide the next phase of improvement to ensure that all students experience equitable and supportive learning environments.

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.

Reflecting on the current year's outcomes, the district will implement the following adjustments for 2025–2026:

The following changes were made to the goal, metrics, target outcomes, or actions for Goal 3.

Action 3.2 – Restorative Practices and SEL Curriculum
The action was revised to specify:

"Implementation of restorative practices and SEL curriculum with site-specific coaching and classroom-level modeling."

This change addressed inconsistent application and supported more consistent implementation across all grade spans, particularly at the middle school.

The update was made to capture student perceptions of belonging more intentionally and increase authentic engagement.

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	Parent Involvement	a. Provide at least two parent education nights at each site and increase family/parent engagement practices, which may include parenting Institutes, such as PIQE and PEP. Work to increase family/parent engagement, focusing on our unduplicated students' families. b. Improve communication between school and home (phone calls, texts, Facebook, District and School WebsiteParentSquare, Twitter, teacher-written messages). c. Provide student agendas for all students TK-8. d. Provide translation services for parent conferences and IEP meetings. e. Increase family/parent engagement by focusing on our unduplicated students' families.	$111,523.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Student Engagement and Participation	a. Continue with opportunities for more student involvement through sports, activities, electives, and events. b. Continue with library support at both school sites. c. Provide free outdoor education (6th Grade Camp). d. Continue with the support of attendance incentives and academic awards. e. We will track, monitor, and support our Asian students who performed in Red on the dashboard for chronic absenteeism.	$336,879.00	Yes
3.3	Safe and Supportive Campuses	a. All staff will continue to implement a positive behavior support system district-wide. b. Analyze data, plan and implement recognition events, and additional supports. c. Continue with a full-time counselor at each school site to maintain counseling and support services for students. d. Visual Arts Instruction and field trips. e. Provide materials and supplies for campus culture. f. Provide SART/DART and SARB referrals to increase positive attendance. g. Continue with intermural sports at SMS. h. Provide additional campus and bus supervision at KES and SMS, including Physical Education. i. Continue supporting the position of Campus Community Liasion to support the homeless, foster youth, and other students needing services or support. j. Continue with the Implemented SEITY emotional well-being program. k. We will track, monitor, and support our SWD, EL, and white students who performed in Red on the dashboard for suspensions. L. Continue to provide extra support for Physical Education support staff.	$657,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	SEITY Emotional Health Wellbeing	This is an online application supporting student and staff well-being. Provides a daily check in with staff and students on how they are feeling and doing in terms of social and emotional well-being.		Yes
3.5	Increase positive teacher interactions with students.	a. Continue with additional teachers at KES to maintain lower class sizes. b. Continue with professional development on student engagement, leadership, and positive culture, including MTSS, and Seity programs to best support all students.	$520,909.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,925,158	$372515

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
39.069%	10.378%	$763,836.93	49.447%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Common Core and ELD Standards Implementation **Need:** Data indicate that all student groups require a strong implementation of Common Core Standards-aligned curriculum and instructional practices, especially our Students with Disabilities group, which scored lower on the California Dashboard than the others. Data	To address this need, our action plan focuses on comprehensive training for educators, aligning curriculum and instructional practices with the standards, and implementing ongoing assessment and support mechanisms. Providing professional development opportunities for teachers and administrators ensures that they have the knowledge and resources necessary to implement the standards in their classrooms effectively. These actions will help increase academic achievement in our EL, SWD, and SED groups.	Metric 1.3 A. ELA: decrease from 39 points below to 30 points below standard. B. Math: Decrease from 69.2 points below to 60 points below standard.

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
	also indicate that our English Language Learners (ELLs) need a strong implementation of English Language Development-aligned curriculum and instructional practices. Improving our use and implementation of Common Core and ELD standards will help all student groups achieve these standards, especially our EL, who scored 16.19% in ELA and 12.85% in math, SWD who scored 6.66% in ELA and 11.11% in math; and SED groups, who scored 28.99% in ELA and 25.35% in math compared to our All Students group who scored 35.68% met or exceeded in ELA and 26.36 met or exceeded in math. ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard **Scope:** LEA-wide	Implementing this LEA-wide ensures consistency and coherence in instruction, maximizes resources, and promotes collaboration among educators to share best practices and support one another. Our data shows that all student groups scored in the orange or red performance level on the California Dashboard for ELA and scored in the yellow, orange, or red in math.	C. ELPI: Increase from 55.1%, making progress, to 59%, making progress D. NGSS: Decrease from 23.3 points below standard to 20 points below standard.
1.2	**Action:** Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	Ensuring that highly qualified staff benefit both English learners and SED students by providing effective instruction (differentiating instruction, using visuals, and employing small-group	1.3 Dashboard Data 1.4 Percentage of teacher misassignments: A. Misassignments of teachers of ELs - 0%

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: Academic indicators demonstrate the need to ensure staff support EL and SED students in meeting state standards. In ELA, EL (-51.5) and SED (-37.2) are points below standard. In math, the deficit increases to EL (-76.4) and SED (-61.5) subgroups, being even further below standard. Having highly qualified staff at schools ensures that students receive the best possible education because they possess the expertise and skills necessary to effectively facilitate learning, foster student growth, and create a supportive academic environment. To address this need, we implement comprehensive recruitment strategies to attract highly qualified candidates, provide ongoing professional development opportunities to support teacher growth and effectiveness, and prioritize hiring bilingual educators to better serve our linguistically diverse student body. **Scope:** LEA-wide	strategies) and a supportive learning environment conducive to academic success. Providing highly qualified teachers and instructional staffing ensures equitable access to high-quality instruction for all students, and this will also help all LEA students with similar academic achievement needs.	B. Total teacher misassignments – 0% C. Vacant teacher positions - 0
1.3	**Action:** Technology infrastructure and devices **Need:** The identified need for technology infrastructure and devices is essential for ensuring equitable access to 21st-century learning opportunities for all students. Our action plan focuses on improving technology	By ensuring equitable access to digital resources for our English Learners and SED students and promoting a technologically enriched learning environment, we are preparing them for future academic and professional endeavors. Implementing these actions on an LEA-wide or school-wide basis ensures that all students and educators have access to the necessary	1.3 Dashboard Data 1.4 Technology inventory

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
	infrastructure and providing devices to students and educators to support digital learning initiatives. Our SED and EL students often lack internet connectivity at home to access the curriculum. We provide Chromebooks to all students and refer students without connectivity to low-cost providers. Academic indicators demonstrate the need to ensure that staff support students in meeting state standards. In ELA, EL (-51.5), and SED (-37.2) points below standard. In math the deficit increases to EL (-76.4) and SED (-61.5) subgroups being even further below standard. . ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard **Scope:** LEA-wide	technology resources to support teaching and learning. By centralizing procurement, maintenance, and support services, we streamline operations, maximize cost efficiency, and ensure consistency in technology access and usage across the district or school. To address this need, we invest in upgrading our network infrastructure, increasing bandwidth capacity, and enhancing Wi-Fi connectivity to ensure reliable and high-speed internet access throughout the district and school. Additionally, we allocate resources to procure and distribute devices such as laptops, tablets, and other instructional technology tools to students and teachers.	
1.4	**Action:** Differentiated Assistance	To address this need, our action plan focuses on comprehensive training for educators, aligning curriculum and instructional practices with the	Metric 1.3 A. ELA: Increase from 33.7 points below standard

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: Based on our academic indicators and suspension rates our teachers need extra support in developing instructional practices to best meet the needs of our EL and SED Students. **Scope:** LEA-wide	standards, and implementing ongoing assessment and support mechanisms. Providing professional development opportunities for teachers and administrators ensures that they have the knowledge and resources necessary to implement the standards in their classrooms effectively. This will help increase academic achievement in our EL, SWD, and SED groups. Implementing this LEA-wide ensures consistency and coherence in instruction, maximizes resources, and promotes collaboration among educators to share best practices and support one another. Our data shows that all student groups scored in the orange or red performance level on the California Dashboard for ELA and scored in the yellow, orange, or red in math.	to 28.7 points below standard B. Math: Increase from 59 points below standard to 54 points below standard C. ELPI: Increase from 50.2% making progress to 55.2% making progress D. NGSS: Increase from 23.75 points below standard to 18.75 points below standard
1.5	**Action:** Increase course of study **Need:** The identified need for increasing the course of study is fundamental to providing EL, SED, and unduplicated students with a well-rounded and comprehensive education that prepares them for success in college, careers, and beyond. Our action plan focuses on expanding course offerings, providing diverse learning opportunities, and fostering student engagement and exploration in various subjects, including career exploration. Our unduplicated student groups are performing below overall students.	To address this need, we prioritize curriculum development, introducing new courses that align with student interests, career pathways, and emerging fields of study. Support (CTE) programs allow EL and SED students to explore potential career paths. This exposure allows unduplicated students, who may not have access to such guidance outside of school, to explore potential career paths and make informed decisions about their futures. By focusing on increasing the number of unduplicated students participating in these programs, we are supporting them to be college—and career-ready. Providing these actions on an LEA-wide or schoolwide basis ensures equitable access to a wide range of courses and learning opportunities	1.6 Master Schedule 1.3 Dashboard Data Course Enrollment and Participation Rates: Tracking the percentage of students enrolled in various courses and programs to assess student interest and engagement in different subject areas.

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
	ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard **Scope:** LEA-wide	for all students, regardless of their background, interests, or academic ability. By centralizing course planning and scheduling, we streamline operations, maximize resource allocation, and ensure consistency in course offerings across the district/school. We will prioritize curriculum development to introduce new courses that align with student interests, career pathways, and emerging fields of study. We will support CTE programs to allow students to explore potential career paths.	
2.2	**Action:** Increase Support Services for Students **Need:** Based on our academic, behavioral, and attendance data for our English Language Learners (EL) and Students with Disabilities (SED) students, we recognize the need for more personalized student support. With expanding services such as tutoring, counseling, and community partnerships, we will ensure that our students succeed academically, emotionally, and socially. ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard	To address this need, we allocate resources to hire additional support staff, such as counselors, social workers, psychologists, and special education teachers, to provide personalized support and interventions, focusing on our EL and SED students. Additionally, we collaborate with community organizations, agencies, and partners to leverage external resources and expertise to enhance the breadth and depth of support services available to students. Providing these actions on an LEA-wide or schoolwide basis ensures that all students have equitable access to the support services they need, regardless of their background, abilities, or circumstances. By centralizing support services and coordinating efforts across the district/school, we streamline access, maximize efficiency, and promote consistency in service delivery.	1.3 Dashboard Data 3.3 Chronic absenteeism 3.5 Suspension Rate

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
	Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard Chronic Absenteeism EL: 19.3% SED: 21.4% Suspension Rate EL: 4% SED: 4% The identified need for increasing student support services underscores our commitment to ensuring every student has access to the resources and assistance they need to thrive academically, socially, and emotionally. Our action plan focuses on expanding support services to address many student needs, including academic support, mental health counseling, special education services, and interventions for at-risk students. **Scope:** LEA-wide		
2.3	**Action:** Improve support for English Learners **Need:** In reviewing our data, we need to increase the number of students making progress in	To address this need, we invest in teacher professional development to enhance their capacity to differentiate instruction, implement research-based language acquisition strategies, and create culturally responsive learning environments for ELs. Additionally, we allocate	English Language Proficiency Growth: Tracking the progress of ELs using standardized language proficiency assessments to measure their growth in English

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
	language proficiency and decrease the number of LTELS. RFEP: - 8.6 % ELPI: - 50.2% LTEL: - 36.2% The identified need for improving support for English Learners (ELs) underscores our commitment to ensuring equitable access to high-quality education for all students, including those learning English as an additional language. Our action plan focuses on implementing targeted strategies and initiatives to provide comprehensive support to English Language Learners (ELs), addressing their linguistic, academic, and socio-emotional needs. **Scope:** LEA-wide	resources to hire bilingual support staff, such as language specialists and instructional aides, to provide targeted support and interventions to ELs. Providing these actions on an LEA-wide or school-wide basis ensures that all ELs have access to the support and resources they need to succeed academically and linguistically, regardless of their proficiency level or grade level. By centralizing support services and adopting a systemic approach to EL education, we promote consistency, coherence, and equity in service delivery across the district/school.	language proficiency over time. 1.3 Dashboard Data 2.2 RFEP Rate ELPI LTEL Rate ELPAC
2.4	**Action:** Monitor formative assessments, and benchmarks **Need:** Our academic indicators suggest that we need to identify the specific learning gaps and strengths of our EL and SED students. ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard	Data systems and diagnostic tools provide educators with data-driven insights into EL and SED students' specific learning gaps and strengths. This allows for personalized instruction and interventions that directly address their unique needs. Providing these actions on an LEA-wide or schoolwide basis ensures that all students benefit from high-quality assessment practices and that educators can access the necessary tools and resources to monitor student progress effectively. By centralizing assessment practices and data analysis procedures, we promote consistency,	1.3 Dashboard 2.2 RFEP Rate ELPI LTEL Rate ELPAC 2.3 Local Benchmark Data We are tracking the frequency and depth of formative assessment and benchmark data analysis by educators to inform instructional planning,

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
	Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard **Scope:** LEA-wide	coherence, and equity in assessment practices across the district/school. Monitoring formative assessments and benchmarks is crucial for ensuring that students receive timely feedback on their progress and that educators have the necessary data to inform instructional decisions and interventions. Our action plan prioritizes implementing robust assessment practices and data analysis protocols to support student learning and achievement. To address this need, we provide professional development opportunities for educators on effective formative assessment strategies and data analysis techniques. Additionally, we establish consistent protocols for administering, scoring, and analyzing formative assessments and benchmarks across all grade levels and subject areas.	differentiation, and intervention strategies.
3.1	**Action:** Parent Involvement **Need:** The focus on parent involvement and student outcome data demonstrated a need for additional support for students facing language barriers or limited resources at home; EL, and SED. We must bridge these gaps and ensure our students have an equal chance of success. The importance of parent involvement and community education partners in fostering a supportive and enriching learning environment for students cannot be overstated. Our action	To address this need, we will implement various initiatives to increase parent engagement, such as parent workshops, informational sessions, family events, and volunteer opportunities. Additionally, we will establish partnerships with community organizations, businesses, and local agencies to provide additional resources, support services, and learning opportunities with a focus on our EL and SED students. Providing these actions on an LEA-wide or school-wide basis ensures that all families can actively participate in their child's education and that community resources are leveraged to support student learning and well-being. We create a collaborative ecosystem focused on student	1.3 Dashboard Data 3.1 Parent participation 3.9 Parent Survey

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
	plan is designed to actively engage parents and community partners in the educational process, recognizing their vital role in student success and overall school improvement efforts. **Scope:** LEA-wide	success and community empowerment by fostering strong connections between schools, families, and community partners.	
3.2	**Action:** Student Engagement and Participation **Need:** Based on our chronic absenteeism and suspension data, our English Language (EL) and low-income students could benefit more from engagement initiatives. By providing extra motivation and support, students will feel empowered and participate actively in all aspects of school life, resulting in better attendance and a positive impact on their academics. Chronic Absenteeism EL: 19.3% SED: 21.4% Suspension Rate EL: 4% SED: 4% The need for fostering student engagement and participation lies at the core of creating a dynamic and enriching learning environment where every student feels motivated,	We will implement various strategies and initiatives to address the need to enhance our EL and SED student involvement in learning activities, extracurriculars, and school decision-making processes. This includes implementing project-based learning opportunities, creating student-led clubs and organizations, organizing community service projects, and fostering a culture of inclusivity and student voice. Providing these actions on an LEA-wide or schoolwide basis ensures that all students have opportunities to actively engage in their learning and school community, regardless of their background, interests, or abilities. Promoting student engagement as a core value throughout the district/school cultivates a sense of ownership, responsibility, and pride among students, leading to improved academic outcomes and a positive school culture.	Metrics identified: 1.3 Dashboard 3.3 Chronic absenteeism 3.5 Suspension Rate 3.9 Student Survey

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
	empowered, and invested in their education. Our action plan is designed to actively promote student engagement and participation across all aspects of school life, both inside and outside the classroom. **Scope:** LEA-wide		
3.3	**Action:** Safe and Supportive Campuses **Need:** The imperative for safe and supportive campuses and learning environments is foundational to fostering student well-being, academic success, and overall school climate. Our action plan prioritizes initiatives to create nurturing, inclusive, and secure environments where students feel valued, respected, and empowered to thrive. EL and low-income students can be especially impacted by feelings of safety and support, as evidenced by our chronic absenteeism and suspension data. This plan prioritizes creating positive school environments to address potential anxieties and ensure all students feel comfortable and empowered to learn. Chronic Absenteeism EL: 19.3% SED: 21.4% Suspension Rate EL: 4%	To address the needs of our EL and SED students, we will implement a multifaceted approach that includes comprehensive safety protocols, proactive behavior management strategies, social-emotional learning programs, and community-building initiatives. This involves establishing clear expectations for behavior, training staff on conflict resolution and de-escalation techniques, and implementing restorative practices to address conflicts and promote positive relationships. Providing these actions on an LEA-wide or schoolwide basis ensures that all students have access to safe and supportive learning environments, regardless of their background or circumstances. By fostering a culture of safety, respect, and belonging throughout the district/school, we create the conditions for optimal teaching and learning.	3.3 Chronic Absenteeism 3.5 Suspension 3.8 CHKS

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
	SED: 4% **Scope:** LEA-wide		
3.4	**Action:** SEITY Emotional Health Wellbeing **Need:** EL and low-income students may face unique challenges impacting their mental well-being and engagement in school, as evidenced by our attendance and suspension data. This action prioritizes accessible, technology-based mental health support to ensure students receive consistent emotional care and support. Implementing SEITY daily check-ins for emotional health and well-being via the online app addresses students' critical need for proactive mental health support throughout our LEA-wide or schoolwide community. Recognizing the importance of prioritizing students' emotional well-being, our action plan leverages technology to provide accessible and consistent support to all students, regardless of their location or circumstances. **Scope:** LEA-wide	Through SEITY daily check-ins, our EL and SED students can reflect on their emotional state, express their feelings, and access resources for coping strategies or further support that they may not receive outside of school. The decision to provide SEITY daily check-ins on an LEA-wide or schoolwide basis is driven by the recognition that mental health concerns can affect any student, regardless of their background or circumstances. By implementing this initiative universally, we demonstrate our commitment to fostering a culture of care and support that prioritizes the well-being of every student. By integrating this initiative into our LEA-wide or schoolwide approach, we ensure that all students have the support they need to navigate the challenges of adolescence and academic life.	3.3 Chronic Absenteeism 3.5 Suspension 3.8 Seity, CHKS 3.9 Student Connectedness Survey
3.5	**Action:**	Providing these actions ensures that our EL and SED students have access to positive and	3.3 Chronic Absenteeism 3.5 Suspension

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
	Increase positive teacher interactions with students. **Need:** The identified need for increasing positive teacher interactions with students is crucial for fostering a supportive and engaging learning environment where every student feels valued, respected, and motivated to succeed. Our action plan focuses on implementing strategies and initiatives to promote positive teacher-student relationships and enhance the classroom experience. The identified need is the achievement levels of our unduplicated student groups, which were also clearly identified through our educational and partner feedback. **Scope:** LEA-wide	supportive interactions with their teachers, regardless of their grade level, subject area, or individual needs. As evidenced by achievement data and education partner feedback, this is especially true for our unduplicated student groups. By fostering a culture of positivity and mutual respect throughout the district/school, we create a conducive learning environment where students feel safe, supported, and inspired to reach their full potential. Student Engagement Levels: Assessing student participation, attentiveness, and enthusiasm in classroom activities and discussions to gauge the impact of positive teacher interactions on student engagement. To address this need, we prioritize professional development opportunities for educators, emphasizing effective communication skills, empathetic listening, and strategies for building student rapport. Additionally, we implement mentorship programs, peer support networks, and student feedback mechanisms to empower teachers to strengthen their connections with students and create a culture of trust and collaboration.	3.8 CHKS 3.9 Student Connectedness Survey

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

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

N/A

Additional Concentration Grant Funding

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

The following examples show how the grant add-on funding supported the increased need for student support.

We will continue with a temporary additional four full-time (7.5-hour) paraprofessionals and temporarily extend the current paraprofessional daily work hours to full-time equivalent (7.5-hour) to engage in small group instruction and support. This includes professional development for all paraprofessionals on techniques and strategies for student academic and social-emotional support.

One additional health aide for the elementary site.

Hired one additional office support clerk for each school site.

Increased Registered Nurse from 3 days to 5 days.

The plan is based on our ability to fill staff positions fully. If we cannot fully staff, the plan will be updated to indicate alternative expenditures based on student needs.

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		Keyes Elementary and Spratling Middle School 1-20
Staff-to-student ratio of certificated staff providing direct services to students		Keyes Elementary and Spratling Middle School 1-20

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,487,181	$2,925,158	39.069%	10.378%	49.447%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,570,549.00	$159,846.00	$0.00	$644,274.00	$4,374,669.00	$2,589,672.00	$1,784,997.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Common Core and ELD Standards Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$315,420.00	$234,375.00	$377,649.00	$157,146.00		$15,000.00	$549,795.00	
1	1.2	Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$175,321.00	$173,160.00	$348,481.00				$348,481.00	
1	1.3	Technology infrastructure and devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$253,160.00	$253,160.00				$253,160.00	
1	1.4	Differentiated Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								.84%
1	1.5	Increase course of study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.6	Maintain safe facilities for all students and staff	All	No			All Schools	2024-2027	$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.2	Increase Support Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$822,528.00	$391,799.00	$874,993.00			$339,334.00	$1,214,327.00	
2	2.3	Improve support for English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$128,782.00	$30,216.00	$158,998.00				$158,998.00	

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	2.4	Monitor formative assessments, and benchmarks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$8,139.00	$8,139.00				$8,139.00	
3	3.1	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,895.00	$105,628.00	$96,745.00	$2,700.00		$12,078.00	$111,523.00	
3	3.2	Student Engagement and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$126,479.00	$210,400.00	$336,879.00	$0.00			$336,879.00	
3	3.3	Safe and Supportive Campuses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$494,338.00	$163,120.00	$379,596.00			$277,862.00	$657,458.00	
3	3.4	SEITY Emotional Health Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								3%
3	3.5	Increase positive teacher interactions with students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024- 2027	$520,909.00	$0.00	$520,909.00				$520,909.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,487,181	$2,925,158	39.069%	10.378%	49.447%	$3,420,549.00	3.840%	49.525 %	**Total:**	$3,420,549.00
								LEA-wide Total:	$3,420,549.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Common Core and ELD Standards Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,649.00	
1	**1.2**	Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,481.00	
1	**1.3**	Technology infrastructure and devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,160.00	
1	**1.4**	Differentiated Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		.84%
1	**1.5**	Increase course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	**1.6**	Maintain safe facilities for all students and staff				All Schools	$150,000.00	
2	**2.2**	Increase Support Services for Students	Yes	LEA-wide	English Learners Foster Youth	All Schools	$874,993.00	

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 (%)
					Low Income			
2	2.3	Improve support for English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,998.00	
2	2.4	Monitor formative assessments, and benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,139.00	
3	3.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,745.00	
3	3.2	Student Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$336,879.00	
3	3.3	Safe and Supportive Campuses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,596.00	
3	3.4	SEITY Emotional Health Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		3%
3	3.5	Increase positive teacher interactions with students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$520,909.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,358,210.00	$2,364,707.25

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**	Common Core and ELD Standards Implementation	Yes	$598,244.00	262490.77
1	**1.2**	Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	Yes	$283,780.00	236721.68
1	**1.3**	Technology infrastructure and devices	Yes	$203,160.00	107847.90
1	**1.4**	Differentiated Assistance	Yes	$0	0
1	**1.5**	Increase course of study	Yes	$17,000.00	0
1	**1.6**	Maintain safe facilities for all students and staff	No	$150,000.00	0
2	**2.2**	Increase Support Services for Students	Yes	$763,742.00	509366.31
2	**2.3**	Improve support for English Learners	Yes	$118,840.00	187336.06
2	**2.4**	Monitor formative assessments, and benchmarks	Yes	$8,139.00	0
3	**3.1**	Parent Involvement	Yes	$39,658.00	11233.66
3	**3.2**	Student Engagement and Participation	Yes	$255,197.00	121806.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Safe and Supportive Campuses	Yes	$528,561.00	529967.08
3	**3.4**	SEITY Emotional Health Wellbeing	Yes	$0	0
3	**3.5**	Increase positive teacher interactions with students.	Yes	$391,889.00	397937.28

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,889,849.00	$2,571,073.00	$2,364,707.25	$206,365.75	3.840%	0.000%	-3.840%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Common Core and ELD Standards Implementation	Yes	$343,628.00	262490.77		
1	1.2	Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)	Yes	$283,780.00	236721.68		
1	1.3	Technology infrastructure and devices	Yes	$203,160.00	107847.90		
1	1.4	Differentiated Assistance	Yes			.84%	
1	1.5	Increase course of study	Yes	$17,000.00	$0		
2	2.2	Increase Support Services for Students	Yes	$736,848.00	509366.31		
2	2.3	Improve support for English Learners	Yes	$118,840.00	187336.06		
2	2.4	Monitor formative assessments, and benchmarks	Yes	$8,139.00	$0		
3	3.1	Parent Involvement	Yes	$32,495.00	11233.66		
3	3.2	Student Engagement and Participation	Yes	$177,647.00	121806.51		
3	3.3	Safe and Supportive Campuses	Yes	$257,647.00	529967.08		
3	3.4	SEITY Emotional Health Wellbeing	Yes			3%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.5**	Increase positive teacher interactions with students.	Yes	$391,889.00	397937.28		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,360,320.00	$2,889,849.00	3.243%	42.506%	$2,364,707.25	0.000%	32.128%	$763,836.93	10.378%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the 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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