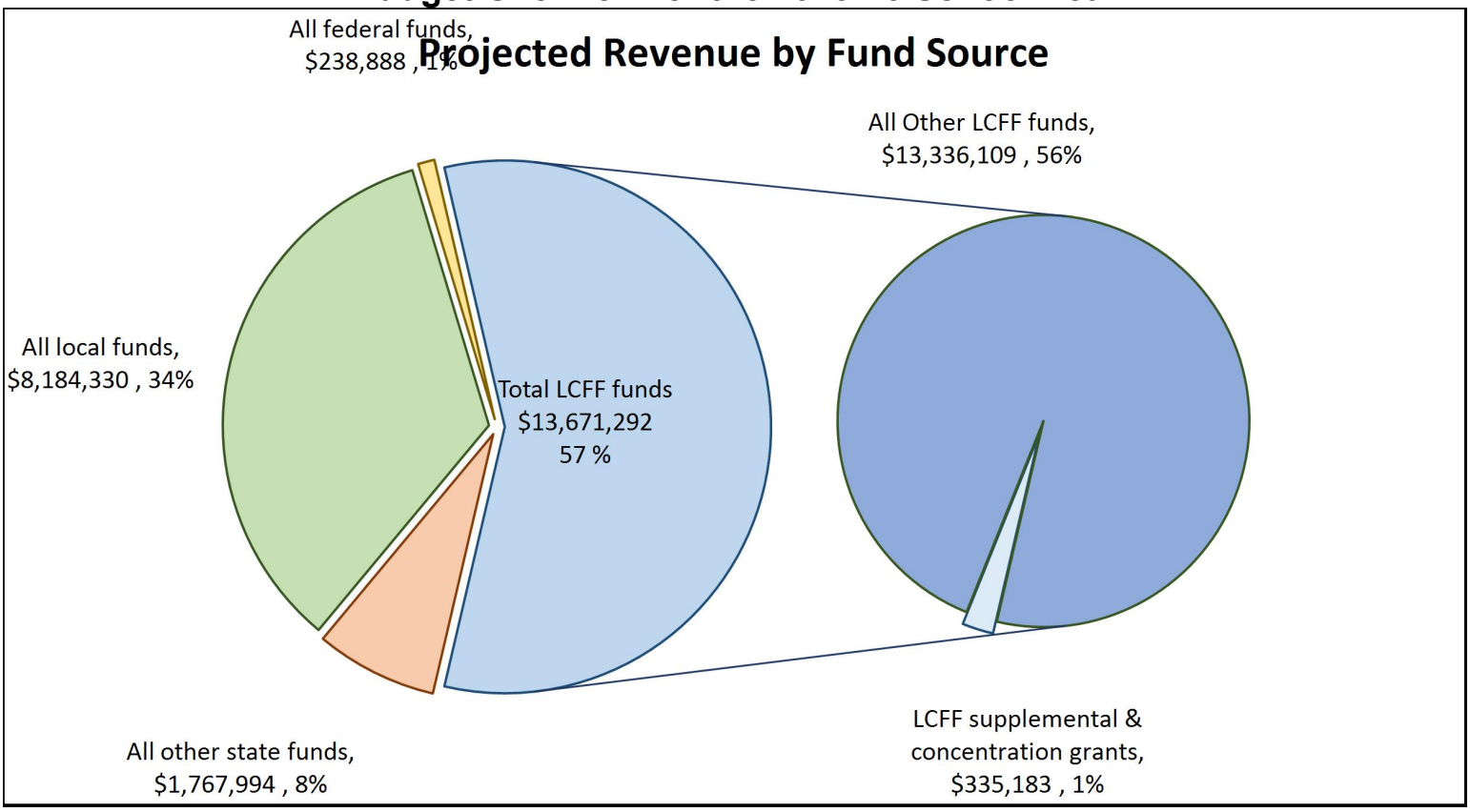
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kentfield Elementary School District
CDS Code: 21-65334
School Year: 2025-26
LEA contact information:
Raquel Rose
Superintendent
rrose@kentfieldschools.org
(415) 458-5130

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

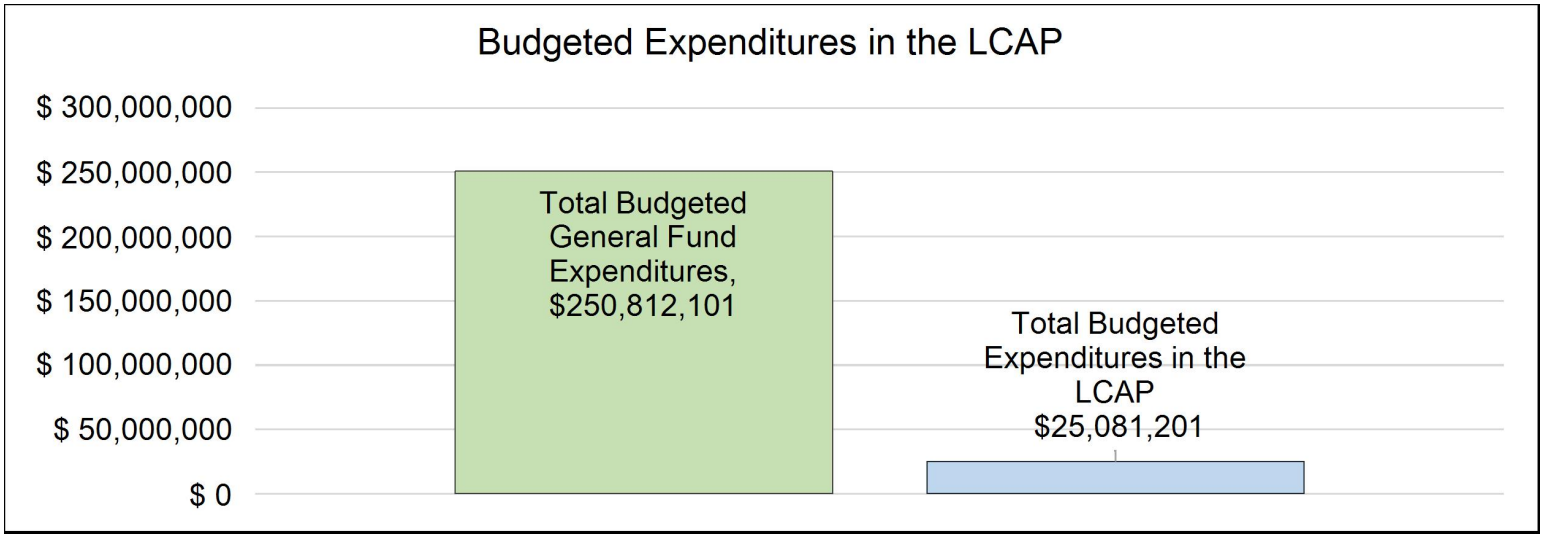


This chart shows the total general purpose revenue Kentfield Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kentfield Elementary School District is $23,862,504, of which $13,671,292 is Local Control Funding Formula (LCFF), $1,767,994 is other state funds, $8,184,330 is local funds, and $238,888 is federal funds. Of the $13,671,292 in LCFF Funds, $335183 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 Kentfield Elementary School District 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: Kentfield Elementary School District plans to spend $250812101 for the 2025-26 school year. Of that amount, $25081201 is tied to actions/services in the LCAP and $225,730,900 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

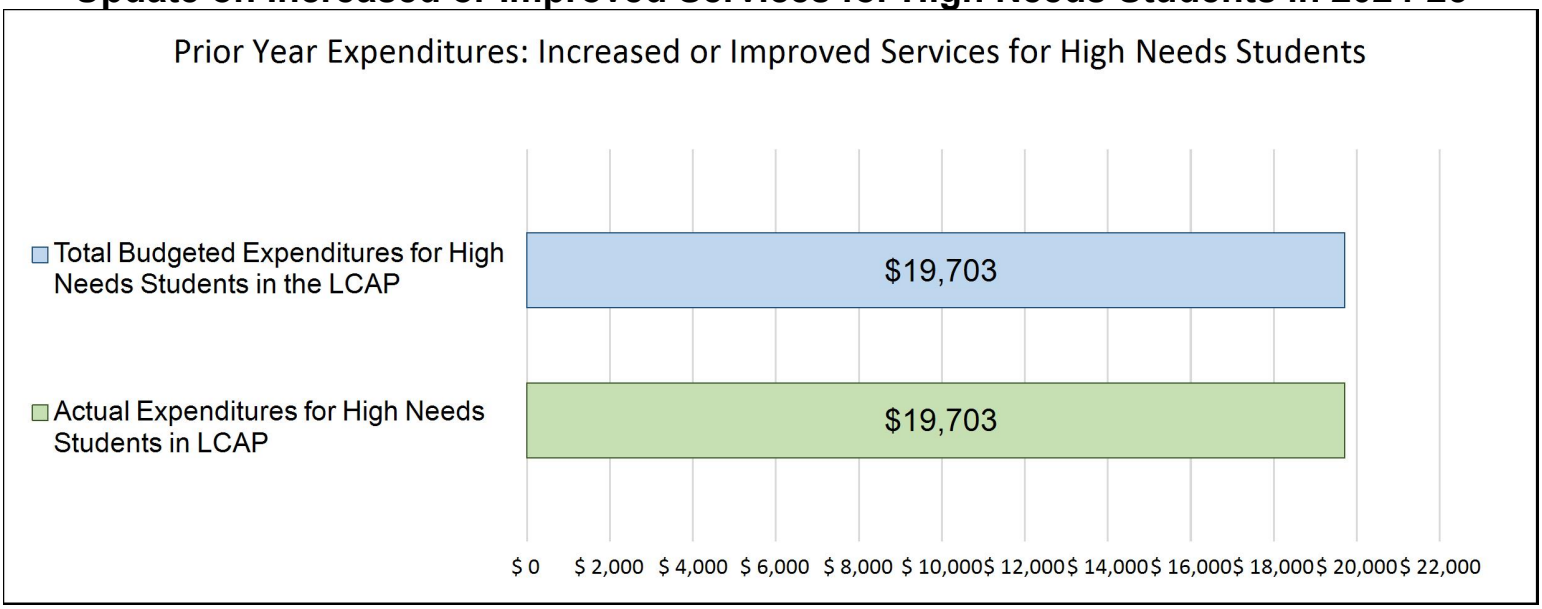
All General fund expenditure is included in the LCAP

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

In 2025-26, Kentfield Elementary School District is projecting it will receive $335183 based on the enrollment of foster youth, English learner, and low-income students. Kentfield Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kentfield Elementary School District plans to spend $355183 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Kentfield Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kentfield Elementary School District 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, Kentfield Elementary School District's LCAP budgeted $19703 for planned actions to increase or improve services for high needs students. Kentfield Elementary School District actually spent $19703 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kentfield Elementary School District	Raquel Rose Superintendent	rrose@kentfieldschools.org (415) 458-5130

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.

The Kentfield School District is:
The Kentfield School District provides a rich, high-quality education in a learning environment that is physically and emotionally safe for all students and teachers. Social emotional learning and character development are valued alongside academics.
We strive to inspire students to pursue their passions through teaching practices that are student-centered, inquiry based, and provide a culture of innovation where students can discover and pursue their passions.
Our campuses are welcoming, inclusive, well-maintained and conducive to optimal student learning.

KSD's Core Beliefs:
Our diversity is an asset and a promise.
Our culture of bold thinking inspires teachers and students.
Community connections are vital.

The Kentfield Elementary School District is located in Kentfield, California and operates two schools - Bacich Elementary School, Grades TK-4, and Kent Middle School, Grades 5-8. The total 2024-25 District enrollment is approximately 1000 with 11% of students receiving special education services, 8% students English Learners, 13% students socioeconomically disadvantaged and 2% as Homeless.
Anthony G.Bacich Elementary School is one of two schools in the Kentfield School District and serves students in Transitional Kindergarten through Fourth Grade. Bacich inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind.

At Bacich, we believe it is essential to educate the whole child. Social emotional learning and character development are valued and taught alongside academics. We teach the six pillars of character found in our Character Counts Program: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. Cultivating these characteristics is critical in helping our young students develop the well rounded skills necessary to maximize their potential as model members of our society. We also focus on social emotional learning during TEAM (Together Everyone Achieves More) lessons twice a week. Our school counselor provides guidance lessons to every classroom to teach and reinforce these critical social skills. Our age appropriate social justice curriculum further reinforces our efforts to create an inclusive school community where everyone belongs.
We strive to inspire students to pursue their passions through teaching practices that are student-centered, inquiry based, and provide a culture of innovation where students are motivated and excited to learn. Our dedicated and talented teachers are passionate about providing a learning environment in which our students are challenged and thrive. The teachers' grade level collaboration is unparalleled and produces innovative, robust and engaging instruction for our students. Teachers differentiate instruction to provide students with what they need to be successful and reach their full potential. For students requiring additional support, intervention programs are offered in both reading and mathematics. Additionally, targeted special education supports are provided by highly skilled and qualified education specialists.
Our facilities include a large community center which serves as a gathering place for school wide assemblies, family and community events and physical education classes. Our community center is integral to our goal of creating and maintaining strong family and community connections.

Adaline E. Kent Middle School serves 5th - 8th grade students in a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. The District's strategic plan motivates students, teachers, and community members to value diversity among all stakeholders, seek inspiring academic and creative pursuits, and to establish connection between each other, our learning, our community, and our world. Kent inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind. Highlights of the campus include a fully stocked wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a full library, our dedicated music building, and two gymnasiums.
Kent Middle School focuses on educating the whole child, balancing academic rigor with social and emotional wellness. We embrace grade level through lines to help students develop essential life skills, and a mindset for learning and growth (5th grade - Independence, 6th grade - Impact, 7th grade - Perseverance, 8th grade - Legacy). We also strive to pique student interest and curiosity, creating independently driven learners. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. At the beginning of each day, students are greeted at the door by their teachers, and the Falcon News broadcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students. Kent Middle School staff are committed and exceptional educators who work collaboratively to create engaging, standards-aligned learning activities and student-specific intervention strategies. For students requiring additional support before and during school, intervention programs are offered in both reading and mathematics. Targeted special education supports are provided by highly skilled and highly qualified education specialists, for those students who qualify.
Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated common core aligned instruction designed to meet the diverse needs of all learners. Our Science department implements the Next Generation Science Standards (NGSS), innovative instruction which inspires and motivates our learners. Our History department focuses instruction around essential questions that help students connect their learning of history to inform their understanding of the present. Students' instructional day is enriched with electives including art, music, woodshop, makers, social action, journalism, poetry, film, and more. Our Physical Education department emphasizes collaboration, teamwork, and skill building through fun and challenging physical activity. Spanish is offered for all

7th and 8th graders, building a foundation for language learning in High School and beyond. Social and emotional development is also a focus and a strength at Kent. Our school implements a robust advisory program where students have common experiences around social and emotional learning and shared problem solving utilizing common lessons and common language across the school. All of these elements, and more, combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth are nurtured daily.

Reflections: Annual Performance

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

In reviewing the KSD Dashboard Data some highlights we noticed include:
Our English Language Learners (ELL) made significant growth with their language proficiency
Overall, our students are achieving at pre-COVID levels, yet our Hispanic student still perform lower than their Caucasian counterparts and Bi-racial peers.
We continue to notice that overall, our summative data is not at the same level of our neighboring school districts – we attribute that to ongoing examination of curriculum to best met he needs of our learners.

Our attendance and discipline data are showing positive growth in that attendance rates are increasing and we are seeing fewer suspensions among our students.

The KSD has used the Learning Recovery Emergency Block Grant (LREBG) funds to support research based intervention services for our students who demonstrate need, ie, below grade level in core content areas - reading and math. Students are assessed with formative and summative tools to closely monitoring and offer specialized services to ensure we meet students where they are at. The funds have been budgeted over multiple years to help sustain these level of services for students -- and to slowly wean back services as students make adequate progress. Any carryover funds will go towards these specialized targeted services for our students who need the most support.

Reflections: Technical Assistance

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

No technical assistance needed.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
KSD Community Engagement - staff, parents/caregivers, students, community members	Board Meeting – May 27, June 13 LCAP Advisory – Apr. 28 KSD Admin Staff – Aug. 7, 28 Sept. 11,25, Oct. 9,23, Nov. 6,20, Dec. 11, 18, Jan. 15, 29, Feb. 12, 26, Mar. 12, 26, Apr. 16, 30, May 14 DELAC – Feb. 4, May 6 Student Engagement YouthTruth Survey February 2025 KSD Staff YouthTruth Jan. - February 2025 Certificated Staff - KTA – May 8, June 5 Classified Staff - KESPA- Feb. 27 KSD Parent Partners – Feb. 13 Bacich and Kent Principal Chats – March 3 | March 21 Community Event - May 10 As quantitative and qualitative data was captured from the above engagements staff used the feedback to help craft and adjust the services and actions outlined in the LCAP. Ultimately the goals all remained the same, except Goal 2, was edited to be more concise.
Principals, Administrators, Board Members	Board Meeting – Aug. 6, Aug. 27, Sept. 10, Oct. 8, Nov. 12, Dec. 17, Jan. 14, Feb. 11, Mar. 11, Apr. 1, May 13, May 27, Jun.13 LCAP Advisory – Apr. 28 KSD Admin Staff – Aug. 7, 28 Sept. 11,25, Oct. 9,23, Nov. 6,20, Dec. 11, 18, Jan. 15, 29, Feb. 12, 26, Mar. 12, 26, Apr. 16, 30, May 14 DELAC – Feb. 4, May 6
Local Bargaining Units - Certificaated (KTA) | Classified (KESPA)	KSD Staff YouthTruth Jan. - Feb. 2025

Educational Partner(s)	Process for Engagement
	Certificated Staff - KTA – Monthly meetings - 8/15, 9/19, 10/17, 11/14, 12/12, 1/16, 2/13, 3/20, 5/8, 6/5 - and Informal engagement, times varied Classified Staff - KESPA- Monthly meetings - 10/2, 11/6, 12/4, 1/8, 2/5, 4/9 - Informal engagement, times varied
Students	YouthTruth Survey - Feb. 2025 Site Council - Mar. 4, May 13 Informal engagement, times varied
All Parents/Caregivers	YouthTruth Survey - Feb. 2025 KSPTA - March 29 Site Councils - Dec. 3, Jan. 6 Bacich & Kent Principal Chats/Coffees - Monthly Sept. 2024 - May 2025
Parents/Caregivers | Support Providers for Students with Disabilities	YouthTruth Survey - Feb. 2025 KSD Parent Partner Meetings (this is a parent/caregiver group with students with disabilities) - Feb. 13 SELPA Consultation - May 9
DELAC | ELAC	YouthTruth Survey - Feb. 2025 DELAC - Feb 4, May 6 Bacich ELAC - Aug. 20, Oct. 7, Jan. 27, Apr. 21, May 28 Kent ELAC - Aug. 22, Nov. 20, Feb. 12, Apr. 30, June 2
Distirct Committees - Equity & Inclusion | Communication | Finance	Equity & Inclusion: Sept. 17, Oct. 15, Nov. 19, Jan. 21, Feb. 25, Mar. 18, May 20 Communications: Sept. 18, Nov. 21, Feb. 12, May 7 Finance: Oct. 29, Jan. 22 and Apr. 29

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

Areas of Growth:
Increase differentiation to engage ALL learners
Progress Monitoring student performance and adjusting as needed

Alignment between SEL curriculum - Mental health/wellness
Family engagement and education to support families in guiding their children
Communication - Public Relations

Areas of Strength:
Highly qualified staff
Engaged community
Enrichments Offerings - Music, Art, Maker, Varied Electives (Drama, TedTalks, Coding, Screen Writing, Journalism, Start-Up) Facilities
Racial bias and equity training and materials for staff
Increased diverse staff reflecting student population
-
Based on the stakeholder feedback goals were amended to be accessible to the reader. We also integrated actions and services that were outlined in the Bacich and Kent single plan for student achievement.

Broad Goals were rearranged and adjusted to more simplistic language with focus goals highlighting key initiatives such as eliminating the resource gap, addressing needs of our English Language Learners, monitoring attendance rates, increasing a sense of inclusivity and belonging and reflecting on the curriculum implemented to support student progress and learning.

The broad goals offer an overarching vision -- while the focus goals are more measurable and time bound to support accountability for our actions and services. The feedback provided for the LCAP was categorized in key areas that make up our broad goals. There is an interest in intentionally focusing on all learners, cultivating a safe and inclusive school community, attracting and retaining a diversified workforce and maintaining fiscal solvency and quality facilities.

The focus on all learners includes but is not limited to differentiation - meet students where they are and enhance their learning, accelerate learning for students below grade level, inspire and motivate creativity and curiosity through varied instructional approaches and ensure a culturally relevant curriculum and pedagogy. We will monitor student progress through formative metrics incrementally throughout the school year in a targeted progress monitoring format. Through the use of Measure of Academic Progress (MAP) Growth tool we will be able to monitor student performance using a standardized tool triennially. Student data will inform instruction as well as help devise enhancement for student learning in their core areas of need.

The focus of cultivating a safe and inclusive school community provides a recognition of ensuring all our stakeholders - students, staff, parents/guardians - feel safe and able to offer perspective and views of how our system is impacting the social, emotional and academic progress of our student population. By feeling safe and part of the school community students, staff and parents/guardians will feel more connected and heard within the school system.

The focus on attracting and retaining a diversified workforce provides our students and community the opportunity to see themselves reflected in our school staff and may provide an increased level of connectivity. Through leaning into conversations to understand multiple perspectives we may be able to better support and work cohesively towards our common goals.

The focus on maintaining fiscal solvency and quality facilities allows us to maintain district fiscal management and to offer facilities that provide for a safe and comfortable work space so employees and the public are proud of their schools and learning space.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage, support and challenge all students with an intention to eliminate the opportunity/resource gap and empower students to excel and pursue their passion. Focus Goal: 1a. By June, 2026 all KSD students will meet grade level standards and/or demonstrate one year's growth in Mathematics and English Language Arts (ELA) as measured by research based and/or site identified formative and summative assessments. 1b. By June, 2026 KSD students with an identified learning profile requiring goals and specialized services will meet goal areas in Mathematics and English Language Arts (ELA). 1c. By June 2026, all student groups will demonstrate a year's progress in core essential standards, English Language Arts (ELA) and Mathematics, as measured by research based measures such as MAP, CAASPP or other identified research based tools. 1e. By June 2026, increase positive response to learners feeling challenged in classrooms by 5% (Based on YT data).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on all students and monitor progress of one year's growth in one year's time. Data will be used to inform continuous improvement to support student progression. Through this intentional focus we will be able to review student group data and examine efficacy of enhancement and interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	MAP - administration	% Avg - High Avg. Fall 2023 K Math 93% | ELA 95% 1st Math 89% | ELA 92% 2nd Math 84% | ELA 86% 3rd Math 84% | ELA 78% 4th Math 86% | ELA 82% 5th Math 84% | ELA 90% 6th Math 72% | ELA 86% 7th Math 82% | ELA 84% 8th Math 83% | ELA 89%	Fall 2024 41%tile - 80%tile+ K Math 89% | ELA 90% 1st Math 89% | ELA 88% 2nd Math 86% | ELA 83% 3rd Math 84% | ELA 75% 4th Math 86% | ELA 84% 5th Math 88% | ELA 90% 6th Math 74% | ELA 95% 7th Math 83% | ELA 85% 8th Math 84% | ELA 92%		100% meet standard or above.	
1.2	CAASPP - Annual administration	2023 Results Meet/Exceed standards All ELA 75% (DEC) | Math - 68% (INC) SWD ELA 33% (INC) | Math 29% (INC) R-FEP ELA -71% (INC) | Math 39% (DEC) Hispanic/Latino ELA - 54% (SAME) | Math - 37% (DEC) EL ELA 10% | Math 18%	2024 Results Meet/Exceed standards All ELA 77% (INC) | Math - 71% (INC) SWD ELA 32% (DEC) | Math 29% (SAME) R-FEP ELA -64% (DEC) | Math 48% (INC) Hispanic/Latino ELA - 49% (DEC) | Math - 43% (INC) EL		10% growth at minimum annually for each student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA 2.9% (DEC)| Math 13% (DEC)			
1.3	ELPAC - Annual administration	2022-23 Well Developed (4) - 16.50% Moderately Developed (3) - 33.7% Somewhat Developed (2)- 29.4% Beginning to Develop (1)- 20.3%	2023-24 Well Developed (4) - 14.63% Moderately Developed (3) - 32.78% Somewhat Developed (2)- 28.67% Beginning to Develop (1)- 23.93% - EL Progress 71.4% per CDE Dashboard		Very High (65%+ progress as measured by the California Dashboard	
1.4	Reclassification | Redesignation Rate	2022 - 23 86 | 41% EL | 121 | 58% RFP 11% RFP	2023-24 8.7% EL 6.10% RFEP		Increase reclassification rate of students with the KSD for 2+ years by 5%	
1.5	Participation rate of intervention - acceleration services	Tier I: All Students Tier II: Bacich - TBD Kent - 90+ Tier III: Bacich 54+ Kent 51+	Tier I: All Students Tier II: Bacich - 414 Kent - 108 Tier III: Bacich - Est. 43 Kent - Est. 70		Review students in Tier III intervention and work towards minimizing non-special education students receiving Tier III.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All numbers are estimates based on fluidity of intervention services.	All numbers are estimates based on fluidity of intervention services.			
1.6	Master Schedule - Course Offerings - Broad Course of Study	Elementary: art, music, and physical education are supported by a specialist teacher Middle: students have a broad course of study that includes electives (music, art, technology, leadership, world languages, executive functioning/organization) and pathways for math advancement	Elementary: art, music, and physical education are supported by a specialist teacher Middle: students have a broad course of study that includes electives (music, art, technology, leadership, world languages, executive functioning/organiz ation) and pathways for math advancement		Maintain elementary course offerings; Maintain middle school broad course of study with at least one elective choice per student	
1.7	Participation rate in course offerings - broad course of study	All students have grade level appropriate access to broad course of study	All students have grade level appropriate access to broad course of study		100% Participation Rate.	
1.8	MAP - administration for students needing intervention (LREBG)	% Avg - High Avg. Fall 2023 K Math 93% | ELA 95% 1st Math 89% | ELA 92%	Fall 2024 41%tile - 80%tile+ K Math 89% | ELA 90% 1st Math 89% | ELA 88%		100% of students in intervention services demonstrate rate fo growth.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Math 84% | ELA 86% 3rd Math 84% | ELA 78% 4th Math 86% | ELA 82% 5th Math 84% | ELA 90% 6th Math 72% | ELA 86% 7th Math 82% | ELA 84% 8th Math 83% | ELA 89%	2nd Math 86% | ELA 83% 3rd Math 84% | ELA 75% 4th Math 86% | ELA 84% 5th Math 88% | ELA 90% 6th Math 74% | ELA 95% 7th Math 83% | ELA 85% 8th Math 84% | ELA 92%			
1.9	Participation rate of intervention - acceleration services that are supported by LREBG funds.	Tier I: All Students Tier II: Bacich - TBD Kent - 90+ Tier III: Bacich 54+ Kent 51+ All numbers are estimates based on fluidity of intervention services.	Tier I: All Students Tier II: Bacich - 414 Kent - 108 Tier III: Bacich - Est. 43 Kent - Est. 70 All numbers are estimates based on fluidity of intervention services.		Decrease participation inTier II and Tier III intervention due to increased progress.	

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.

No substantive differences in planned actions and actual implementation of these actions - team feels continuing to with these goals, actions and services we'll meet the needs of ALL learners.

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.

Not applicable.

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

We are finding that the more visible the expected outcomes are the more our students are successful. We are also finding positive growth with our learners at the primary grades through use of explicit reading instruction through a structured literacy approach.

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.

One change is the use of the literacy screener for grades K - 5 (Dibels mClass) for thee 2025-2026 school year, we are also adjusting the use of MAP at the primary grades to one time a year, Spring.

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	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)	Offer a range of learning opportunities and materials/supplies to enhance teaching and learning areas including, but are not limited to: Differentiated Instruction and materials, including technology tools Integrated and Designated ELD Instruction Culturally Relevant Pedagogy - Rigor, Relevant, Relational and Real Implement Research Based Intervention Programs in core content areas ELA/Math with a focus on supporting all learners with a focus on students with disabilities and English language learners Progress Monitoring with Formative Assessment and required state assessments	$7,038,433.00	No

Action #	Title	Description	Total Funds	Contributing
		Support ongoing grade level articulation to align the learning continuum for students in areas of core content. Identify, make visible and offer feedback related to essential standards, learning targets and proficiency levels. Determine next steps to take for an curricular equity audit of materials and resources. Implement professional development to support implementation of new ELA and Math curriculum in grades K - 5 Implement explicit instructional strategies that support literacy proficiency such as phonics, phonemic awareness, world work and morphology Implement professional development to support implementation of behavioral intervention and de-escalation strategies.		
1.2	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	Course Offering and Integration - Maintain and leverage the KSD broad instructional options with core academics to increase meaning and connectivity - Library/Media, Music, Performing and Visual Art, Maker/Design, Wood Working, STEM/STEAM, Life Skills, Poetry, Book Club, Coding, Service Learning/Innovation, Drama, Public Speaking - Ted Talks, etc. Instructional Approach - Through differentiation and culturally relevant pedagogy meet students at their learning level to challenge and engage students in active learning. Instructional Approach - For students with disabilities utilize research based approaches to support goal attainment at their learning level. Use resources to support differentiation, such as personnel, technology, manipulatives, special schedules/courses, i.e. WIN (What I Need) time (Bacich), Zero Period (Kent), Extended Math/ELA (Kent), Academic Workshop (Kent), ELD/ALD Instruction - Designated | Integrated (Bacich-Kent) etc. Increase engagement by challenging students across all core content areas.	$2,662,441.00	No
1.3	Progress monitor local summative and	Targeted instructional support provided before, during or after-school.	$1,205,142.00	No

Action #	Title	Description	Total Funds	Contributing
	formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	Continue standards based feedback at the middle school to make learning visible and international for students Offer research based intervention and acceleration support in Reading and Math using certificated and classified support staff. Use formative assessments to progress monitor student outcomes in six (6) to eight (8) weeks increments. Formative assessments include, but are not limited to Dibels mClass, MAP, and end of unit assessments. Monitor all student attendance and intervene with parents when patterns of school avoidance become apparent. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats.		
1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Maintain and/or increase designated and integrated ELL support through direct and indirect services for ELL students with certificated and classified support staff. Offer varied levels of instruction for ELL students at elementary and middle school level. Offer instructional coaching or classroom observations to demonstrate varied instructional approaches. Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic programs and access to core standards. ELL Coordination services will be provided per site to monitor ELL progress and compliance with services and assessment. Offer small group Language Development courses designed to meet the needs of our language learners across our school campuses. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats. Review summative data about high school readiness for students who exit the KSD program.	$360,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c) focused on programs funded with LREBG funds.	Offer research based intervention and acceleration support in Reading and Math using certificated and classified support staff. Use formative assessments to progress monitor student outcomes in six (6) to eight (8) weeks increments. Formative assessments include, but are not limited to Dibels mClass, MAP, and end of unit assessments.	$104,312.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and inclusive education environment for students, staff and parent/caregiver community in alignment with KSD core beliefs. Focus Goal 2a. By June 2026, KSD students report experiencing a safe, supportive and inclusive learning environment as reflected in the YouthTruth Data. 2b. By June 2026, decrease behavioral and discipline infractions through effective implementation of restorative intervention practices. 2c. By June 2026, increase positive attendance rates by 5% for all student groups to address academic and social emotional/behavioral needs and decrease chronic absenteeism. 2d. By June 2026, increase opportunities for engagement with parent/guardian communities with an intentional focus on underrepresented communities to increase a sense of inclusivity and belonging. 2e. By June 2026, Promote TK-8 Learner profile to guide reinforcement of KSD Core Beliefs.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on making visible the KSD's core beliefs and increasing parent/community engagement in supporting school efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Climate Survey Results completed by Students, Parents and Staff	Student Participation 99% Family Participation 56%	Student Participation 91% Family Participation 56%		Work toward 100% participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff Participation 78% BACICH Staff Results: Strength - Professional Development | Relationship and Engagement Area of Improvement - School Safety | Diversity, Equity 7 inclusion Student Results: Strength - Belonging | Relationship Area of Improvement - Instructional Methods | Emotional - mental Health Parent/Guardian Results: Strength - Communication & Feedback | Engagement | Relationships Area of Improvement - School Safety | Resources KENT Staff Results: Strength - Professional Development | Engagement	Staff Participation 96% BACICH Staff Results: Strength - Professional Development | Relationship and Diversity, Equity & inclusion Area of Improvement - School Safety | Student Results: Strength - Belonging | Relationship Area of Improvement - Instructional Methods | Emotional - mental Health Parent/Guardian Results: Strength - Communication & Feedback | Engagement | Relationships Area of Improvement - School Safety | Resources KENT			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Area of Improvement - Culture | Diversity, Equity & Inclusion Student Results: Strength - Emotional - Mental Health | Belonging Area of Improvement - Academic Challenge Parent/Guardian Results: Resources | Relationships Area of Improvement - Communication and Feedback	Staff Results: Strength - Professional Development | Engagement Area of Improvement - Culture | Diversity, Equity & Inclusion Student Results: Strength - Emotional - Mental Health | Belonging Area of Improvement - Academic Challenge Parent/Guardian Results: Resources | Relationships | | Diversity, Equity & inclusion Area of Improvement -			
2.2	Student Chronic Absenteeism Rate	UPDATE Per CA Dashboard 2022-23 13.4% Chronically Absent High	UPDATE Per CA Dashboard 2023-24 6.14% Chronically Absent Hig		Decrease chronic absenteeism by .5%	
2.3	Discipline - Suspension Rates	Per CA Dashboard 2022-23 1.3% Low	Per CA Dashboard 2023-24 1.2% Low		Decrease rate by .05%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Discipline - Expulsion Rates	2022-23 0%	0%		Maintain 0%	
2.5	Dropout Rate	0%	0%		Maintain 0%	
2.6	Average Daily Attendance Rates	UPDATE 2022-23 95%	UPDATE 2023-24 96.5%		100% ADA Rates	

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.

No substantive differences in planned actions and actual implementation of these actions - team feels continuing to with these goals, actions and services we'll support the social emotional needs of our learners.

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.

Not applicable.

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

We aar adjusting staffing to hire a Behaviorist/BCBA to address and support behavioral support of our diverse learners - this will help build capacity among our staff and address behavioral challenges we face as educators.

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

No substantive changes to report.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)	Provide school based counseling support and educationally related mental health services to support the well-being of students. Areas of interest include but not limited to Social Anxiety, Stress Management, Peer Groups - Friendships, mindfulness, self-regulation, speaker series, clubs, etc. Maintain social emotional curriculum to enhance common language and approach across the KSD. Implement alternative methods to suspension, such as restorative justice, to support children in learning from their mistakes and applying the new knowledge in their everyday activities. Offer coordinated training to support restorative justice practices (Bacich) Implement professional development to support implementation of behavioral intervention and de-escalation strategies. Identify and make visible UTK-8 KSD learner profile in alignment with grade level learning targets. Monitor student attendance with a focus on students with chronic absenteeism and provide support to families to improve attendance patterns. Offer specialized services/programs such as TEAM (Together Everyone Achieves More) time, advisory, study session, etc. to support meeting students where they are and building their skill sets. Hire a part-time behaviorist/BCBA certified staff to model, support and provide direct and indirect services for students through coaching staff and serving students.	$911,820.00	No
2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	Use culturally relevant curriculum and instructional pedagogy to promote and celebrate diversity - texts may be in alternate languages. Establish, support and implement Social Justice - Equity & Inclusion Committees - site & district level to support Social Justice curriculum, Ethnic Studies, H/SS Civic Learning embedded throughout the school year with culturally relevant pedagogy. Monitor process of reporting incidents of hate speech and discrimination. Ensure incidents are investigated, responded to, and communicated while ensuring different perspectives are considered. Provide opportunities for parent involvement in school events to bring in a wide range of voices through speakers from diverse backgrounds.		No

Action #	Title	Description	Total Funds	Contributing
		Partner with KSPTA, DELAC/ELAC to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home. Provide prosocial activities for students to promote diversity and belonging. Opportunities including, but not limited to: Student Leadership, WEB Leader Program, Student Leaders' Anti Racism Movement (SLAM!), GSA, site and district committees, assemblies, game rooms, arts and crafts, Inclusive Schools Week, Green Team, The Great Kindness Challenge, Student Council, Peacemakers or Conflict Resolution Team, etc.		
2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Adjust Community - Family Liaison/Family Advocate services to help increase home school connection related to student academic and social emotional progress. Offer resources to parents/caregivers of unduplicated pupils such as literacy support, workforce engagement, college access, etc. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats.		Yes
2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	Evaluate the district/site websites and all communication channels from the viewer/user perspective. Streamline communication to mitigate confusion and offer clarity of student information for parents/guardians - Google Classroom, ParentSquare, etc. Examine how KSD staff and community can continue to emphasize a sense of belonging and acceptance for students and parents/guardians, offer special events and experiential learning, i.e. field trips, guest speakers, etc. for identified grade levels to increase sense of belonging at school. Celebrate student successes in a public and honorable manner - highlighting diverse areas of specialty - Examples: Reclassification Ceremony, Bacich Bear Cards, Falcon Feathers, Postcards, etc.	$36,228.00	No

Action #	Title	Description	Total Funds	Contributing
		Emphasize the importance of student-to-teacher relationships, and prioritize instructional and non-instructional time to establish rapport, build trust, and form bonds. Nurture student-to-student relationships to ensure connection, safety, and belonging for all students at school.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Attract, retain and develop excellent and inspiring diverse teachers and staff who hold high expectations for all our students and are committed to lifelong learning. Focus Goal 3a. Ensure 100% of all open positions are filled with highly qualified staff. 3b. Recruit staff that reflect the racial demographics of our community with proportional alignment by August 2025. 3d. Offer opportunities for professional development, collaboration and leadership through internal and external structures. 3e. Offer opportunities for staff to provide feedback related to job assignment, school culture and work environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed to intentionally focus on supporting and offering an inspiring and diversified work environment for staff and students with a goal to increase engagement and connectedness with school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Position Control - Open Positions	Spring 2024 .8 Spanish .8 Librarian 2.0 Science (Middle School)	100% Positions Filled - temporary school psychologist		100% positions filled by highly qualified staff.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Staff Demographics	Certificated/Classified Asian 1% Af. Am. - 4% Hispanic - 11% White - 82% Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%	Certificated/Classified Asian 1% Af. Am. - 4% Hispanic - 11% White - 82% Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%		Create parity between community and staff demographic	
3.3	Rate of Masters/National Board Certification for Certificated Employees	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2		Increase percent of staff with advanced degrees by 2%	

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.

No substantive differences are planned.

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.

No material differences between between budgeted expenditures and estimated actual expenditures.

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

We have found through hands-on professional development with direct strategies to implement in the classroom or on the campus in pro-social settings we have a higher percentage of positive change among our students. The use of local expertise tends to have a more lasting impact on our staff as they have local experts to lean on for support and guidance.

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

No significant changes.

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	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	Work with diverse community agencies and Institutions for Higher Education (IHE) to promote a diverse applicant pool in order to diversify the workforce and develop a targeted pipeline of educators. Invest in staff - through promoting their learning and growth as opportunities avail themselves, honor increased certifications such as National Board Certification, Masters degrees and/or Doctorates. Utilize YouthTruth survey results and anecdotal information to understand the self-reported staff experience at school, and use results to set administrative goals for focus. Establish a process to elicit staff feedback about their professional experience at our schools at regular intervals. Appreciate the work of colleagues and student successes through memos, cards and staff meeting recognition. Provide all staff professional development to ensure teachers and staff experience regular coaching and training in key district initiatives and in areas of interest/need. Provide opportunities for learning walks and peer observations to support examining peer practice. Support consistent grade level and curriculum team meetings and alignment to foster collaboration, co-planning, and shared problem solving. Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, etc. Monitor retention rate of KSD staff and build understanding of reasons for transitions through exit interviews.	$154,452.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)	Offer/support unique courses, clubs and experiences based on staff expertise to provide inspiration and exposure to students. Offer opportunities at both school sites. Leverage virtual options for staff to effectively and efficiently communicate with students, colleagues, parents/guardians and community. Ensure compensation package is competitive with like-local districts. Encourage personal wellness by establishing systems to monitor and support staff physical, social and emotional wellness. Emphasize the importance of staff relationships and prioritize time to establish rapport, build trust and form bonds.	$1,504,998.00	No
3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	Monitor a new certificated evaluation tool to support and promote professional growth and development. Create an internal staff committee to review and refine the classified evaluation tool.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Pursue a path to financial health through a balanced budget with sufficient staffing, materials and supplies and well-maintained facilities. Focus Goal 4a. Produce a multi-year budget that has a minimum reserve level increasing by 2026-27 4b. Reduce and/or eliminate deficit spending by 2027-2028. 4c. Maximize use of general and restricted funds in alignment with identified purposes (annually). 4d. Evaluate and explore response to parcel tax expiration.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to intentionally focus on increasing the budget reserve, aligning resources to district priorities and expending bond funds in alignment with community interest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Budget	Dec. 2023 Unrestricted ONLY Y1 - 1,702,801 (7.25%) Y2 - 1,787,103 (7.83%) Y3 - 1,825,212 (7.84%) Combined Y1 - 2,243145 (9.55%) Y2 - 2,011,817 (8.8%) Y3 - 2,013,891 (8.65%	Dec. 2024 Unrestricted ONLY Y1 - $2,068,179 (8.55%) Y2 - $1,791,349 (7.33%) Y3 -$1,780,799 (7.26%) Combined Y1 - $2,774,136 (11.47%)		10% + Reserve Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Y2 - $2,196,783 (8.99%) Y3 - $2,186,096 (8.91%)			
4.2	Interim Budget Reports	Combined Dec. 2023 - 9.55% Mar. 2023 - 8.87% Dec. 2022 - 9.80%	Combined Dec. 2024 - 11.47 Mar. 2024 - 10.54% Dec. 2023 - 9.55%		10% + Reserve Level	
4.3	AB 1200 Review	Positive Budget Certification	Positive Budget Certification		Positive Budget Certification	
4.4	Local Donations	KIK Annual Fund - $1.1M KSPTA Funds - $14K - Teacher Stipends (approx) $90K - KSD Programs (approx)	KIK Annual Fund - $1.25M KIK FAN $150K KIK Overage $50K KSPTA Funds - $80K - KSD Programs (approx)		Sustain community donations	
4.5	Quarterly Williams Report	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good		Maintain no Williams Complaints Maintain FIT Rating of Good - Excellent	

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

No substantive differences planned.

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.

No material differences between budgeted expenditures and estimated actual expenditures.

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

We have continued to adjust our expenses and revenues based on current fiscal climate, which has sustained a positive budget certification - although if we are flat lined with enrollment we have very little space to further adjust staffing.

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

No significant changes -- although we added actions to support exploration of parcel tax planning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	Strategically align resources to meet their intention: General Fund - class size and offerings, integrated support/supervision and administration (certificated and classified staff) and materials and supplies for optimal classroom instruction.	$11,219,508.00	No

Action #	Title	Description	Total Funds	Contributing
		Allocate supplemental and concentration funds to increase and improve services for identified student groups - English Learners, Homeless, and Socio-Economically Disadvantaged Allocate Restricted Federal and State funds to support In-Person Learning (IPI) and Expanded Learning Opportunities (ELO)		
4.2	Evaluate current financial landscape. (4a, 4b)	Monitor finances and evaluate where levers can be adjusted to address reserve level, eliminate deficit spending, and work with identified assumptions Outline a multi-year financial plan to address potential revenue shortfalls (parcel tax - KIK Foundation - local taxes) and increased liabilities (PERS and STRS) Explore ways to generate revenue by renting facilities to outside vendors. This would increase revenue and offer enhanced after school options for students.	$117,932.00	No
4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	Prioritize facility projects to offer quality learning environment for optimal teaching and learning through use of bond funds and restricted resources Establish deferred maintenance plan by using routine maintenance budget in a strategic and effective manner.	$194,262.00	No

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
$355183	$

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
2.791%	0.939%	$217,563.00	3.730%

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c) **Need:** Performance indicators demonstrate unduplicate student groups need increased levels of support in core academic areas. **Scope:** Limited to Unduplicated Student Group(s)	Actions are monitoring progress of identifed groups in regular increments.	Formative Assessment Results
2.3	**Action:** Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d) **Need:** Increase communication and support for unduplicated studnt groups **Scope:**	More direct support to targeted population will provide necessary supports.	Tracking on parent engagment and connection to school/community liaision

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	12727580	355183	2.791%	0.939%	3.730%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,150,399.00	$104,312.00	$1,250,000.00	$10,000.00	$25,514,711.00	$25,355,399.00	$159,312.00

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	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)	All	No			All Schools		$7,033,433.00	$5,000.00	$7,033,433.00			$5,000.00	$7,038,433.00	
1	1.2	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	All	No			All Schools		$2,662,441.00	$0.00	$2,662,441.00				$2,662,441.00	
1	1.3	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	All	No			All Schools		$1,205,142.00	$0.00	$1,205,142.00				$1,205,142.00	
1	1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth,	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$355,183.00	$5,000.00	$355,183.00			$5,000.00	$360,183.00	

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
		Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)														
1	1.5	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c) focused on programs funded with LREBG funds.	All	No			All Schools		$0.00	$104,312.00		$104,312.00			$104,312.00	
2	2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)	All	No			All Schools		$911,820.00	$0.00	$911,820.00				$911,820.00	
2	2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	All	No												
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									
2	2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	All	No			All Schools		$36,228.00	$0.00	$36,228.00				$36,228.00	
3	3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	All	No			All Schools		$154,452.00	$0.00	$154,452.00				$154,452.00	
3	3.2	Maintain high quality working conditions and competitive compensation packages	All	No			All Schools		$1,504,998.00	$0.00	$254,998.00		$1,250,000.00		$1,504,998.00	

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
		while leveraging the talents, skills, and passion of staff. (3c, 3e)														
3	3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	All	No			All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
4	4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	All	No			All Schools		$11,219,508.00	$0.00	$11,219,508.00				$11,219,508.00	
4	4.2	Evaluate current financial landscape. (4a, 4b)	All	No			All Schools		$117,932.00	$0.00	$117,932.00				$117,932.00	
4	4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	All	No			All Schools		$149,262.00	$45,000.00	$194,262.00				$194,262.00	

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
12727580	355183	2.791%	0.939%	3.730%	$355,183.00	0.000%	2.791 %	**Total:**	$355,183.00
								LEA-wide Total:	$0.00
								Limited Total:	$355,183.00
								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	**1.4**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$355,183.00	
2	**2.3**	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,170,183.00	$24,076,542.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)	No	$6,474,499.00	6863730
1	**1.2**	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	No	$2,451,112.00	2144522
1	**1.3**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	No	$1,107,120.00	1111317
1	**1.4**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Yes	$29,703.00	29703

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)	No	$875,954.00	847012
2	2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	No		5000
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes		0
2	2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	No	$35,489.00	37380
3	3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	No	$150,563.00	180795
3	3.2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)	No	$1,380,390.00	1415796
3	3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	No	$5000	5000
4	4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	No	$10,362,381.00	11110513
4	4.2	Evaluate current financial landscape. (4a, 4b)	No	$110,932.00	128661
4	4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	No	$187,040.00	197113

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)
237266	$19,703.00	$19,703.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Yes	$19,703.00	19703		
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes				

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)
23176864	237266	0	1.024%	$19,703.00	0.000%	0.085%	$217,563.00	0.939%

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).

California Department of Education
November 2024