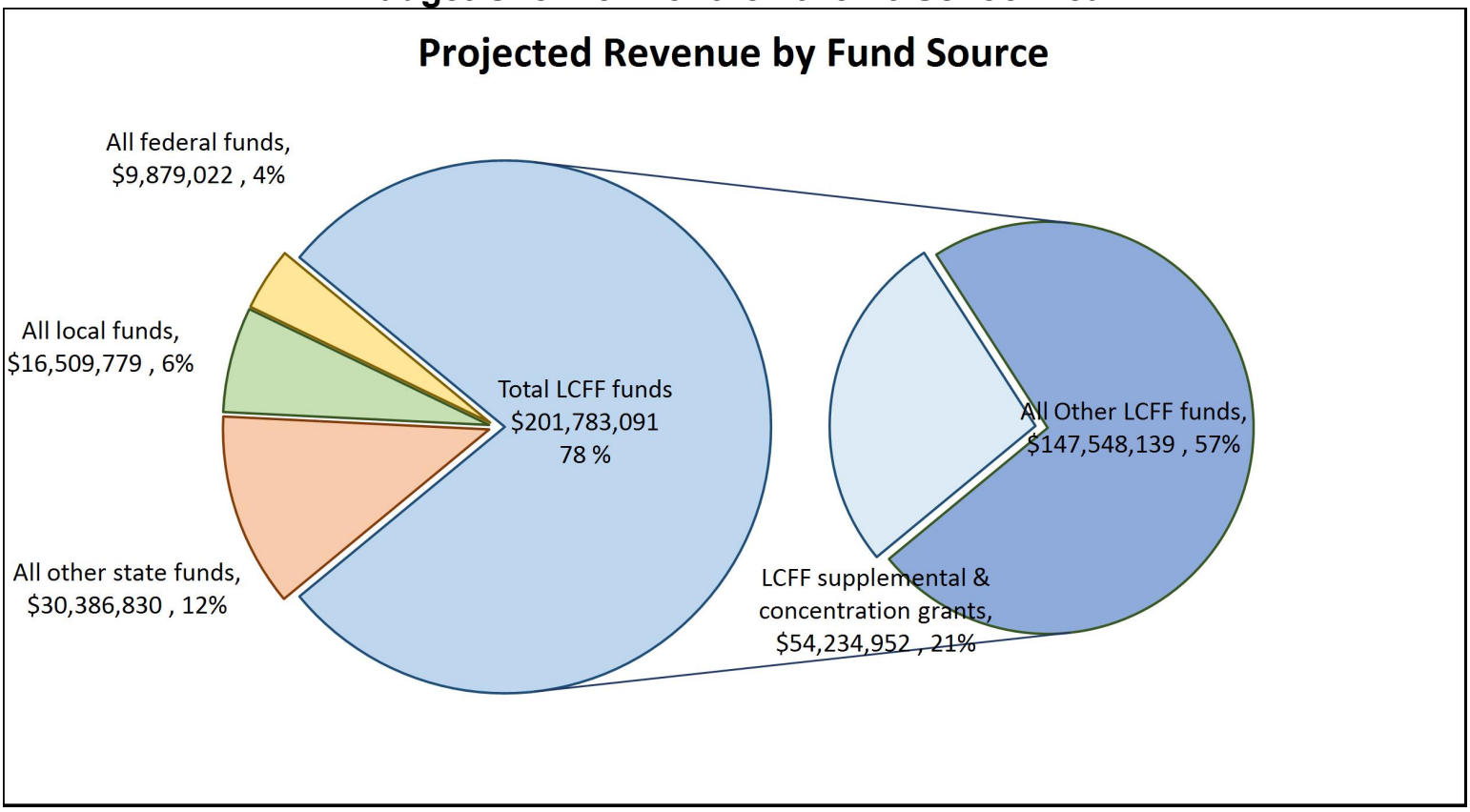
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ceres Unified School District
CDS Code: 50-71043-0000000
School Year: 2025-26
LEA contact information:
Paul Rutishauser, Ed.D.
Assistant Superintendent
prutishauser@ceres.k12.ca.us
209-556-1520

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

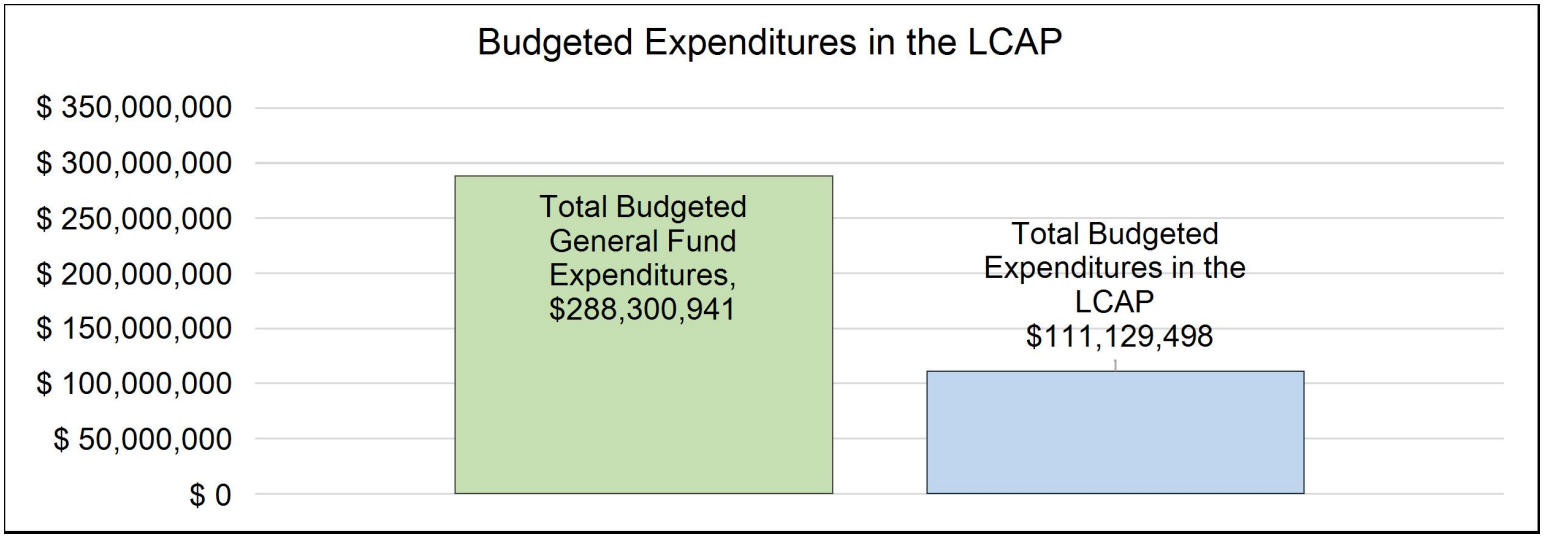


This chart shows the total general purpose revenue Ceres Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ceres Unified School District is $258,558,722, of which $201,783,091 is Local Control Funding Formula (LCFF), $30,386,830 is other state funds, $16,509,779 is local funds, and $9,879,022 is federal funds. Of the $201,783,091 in LCFF Funds, $54,234,952 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 Ceres Unified 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: Ceres Unified School District plans to spend $288,300,941 for the 2025-26 school year. Of that amount, $111,129,498 is tied to actions/services in the LCAP and $177,171,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

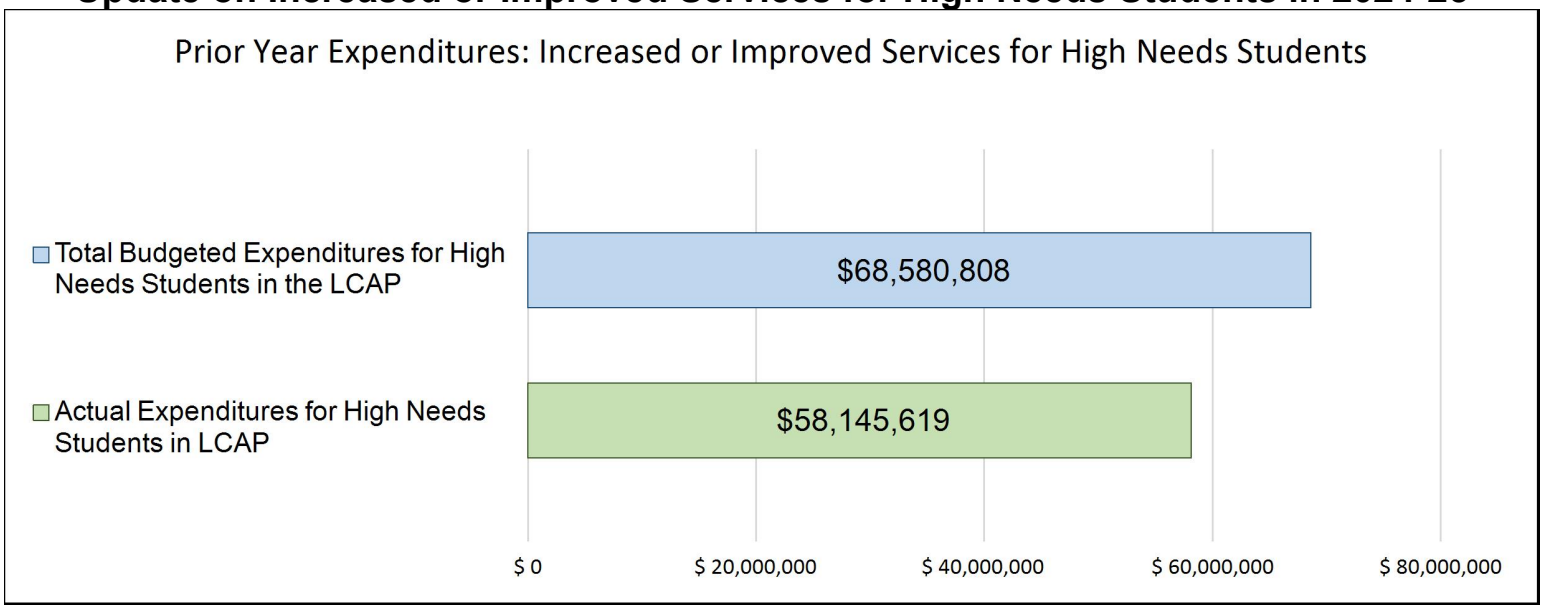
General Fund Budget expenditures not included in the LCAP are allocated to costs such as overhead, operations and maintenance, transportation, and special education.

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

In 2025-26, Ceres Unified School District is projecting it will receive $54,234,952 based on the enrollment of foster youth, English learner, and low-income students. Ceres Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ceres Unified School District plans to spend $68,367,820 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 Ceres Unified 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 Ceres Unified 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, Ceres Unified School District's LCAP budgeted $68,580,808 for planned actions to increase or improve services for high needs students. Ceres Unified School District actually spent $58,145,619 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $10,435,189 had the following impact on Ceres Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures were due to ongoing projects, which are not yet completed. These major projects will continue into the 2025-26 school year. All actions and services were implemented as planned for 2024-25, despite the actual expenditures falling below what was budgeted. These dollars are budgeted to be expended in 25-26 to continue to meet the goals in this plan and complete ongoing projects.

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
Ceres Unified School District	Paul Rutishauser, Ed.D. Assistant Superintendent	prutishauser@ceres.k12.ca.us 209-556-1520

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.

Ceres Unified School District is located in the heart of California's Central Valley, an area known for its agricultural heritage. The city of Ceres is named for the Roman goddess of agriculture. Serving a culturally diverse community of approximately 49,000 residents, the school district is Ceres' largest employer and provides safe and effective learning environments, quality instruction and strong student supports for approximately 14,000 PreK-12 students, along with free meals and after-school care. Unified in 1965, the district is currently home to 20 neighborhood schools including two comprehensive high schools, two K-6 dual language academies, a K-8 leadership magnet school, and a K-12 charter school. In 2024-25, 86.4% of Ceres students were eligible for the federally-funded National School Lunch Program, 30.9% of students were identified as English learners, and 0.2% were identified as Foster Youth, resulting in a Local Control Funding Formula unduplicated count of 88.5%. At least 25 different languages are spoken in the homes of Ceres students. More than 82.5% of Ceres students are Hispanic/Latino, 9% are White, 5.4% are Asian, 1.2% are African-American, while the remaining 1.9% of students are of other varying races/ethnicities. District enrollment also includes 12.2% of students receiving special education services, 5.2% of students receiving Migrant services, and 3.2% are homeless youth. The Ceres motto "Committed to Excellence, Responsive to Every Student" communicates the district's dedication to serving the needs of every student and celebrating the background and experiences of all students and families in the Ceres community.
In 2025, three CUSD schools have been identified as Equity Multiplier Schools due to a high percentages of low socio-economic students and low stability rate, meaning students move in and out of the schools with some frequency. These schools are Walter White Elementary, Argus and Endeavor High Schools.

Reflections: Annual Performance

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

Ceres Unified is celebrating the following successes based on the 2024 Dashboard results:

- Academic Indicator for ELA: Increased by 5.8 points
- Academic Indicator for Math: Maintained, with a 2.8 point increase
- Chronic Absenteeism: Declined by 6.1%
- Suspension Rate: Declined by 0.7%
- Graduation Rate increased by 1.6%

Ceres Unified is focused on improving the following indicators:

- English Learner Progress: Declined by 2.3%
- College/Career Indicator (CCI): Maintained, with only a 0.4% increase

Ceres Unified is focused on improving the following student group outcomes:

- Homeless Students: -5.2 points in ELA, -3.1% on College/Career Indicator, and -11.3% in Graduation Rate
- English Learners: -1.2 points in math and -1.2% on College/Career Indicator
- Long-Term English Learners: -4.3 points in math
- Foster Students: -3 points in math
- White Students: -5.3% on College/Career Indicator

See Attachment #1 for a list of schools and student groups scoring very low on the 2023 and 2024 Dashboard (2023 & 2024 Red Dashboard Indicators by Site).

Ceres Unified has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Actions 1.5, 1.6 and 3.4 will be funded by LREBG.

Reflections: Technical Assistance

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

Ceres Unified has been working with the Stanislaus County Office of Education as their technical assistance (TA) provider, specifically through Differentiated Assistance (DA), to address critical areas of improvement. Based on the 2024 CA School Dashboard results, Ceres Unified continues to be eligible for DA through the following qualifying factors:

- Academic Achievement (English Language Arts and mathematics) for English Learners and Long Term English Learners
- College and Career Indicator for English Learners and Long Term English Learners

Ceres Unified's technical assistance for the coming year will include professional learning for classroom teachers, literacy and math intervention teachers, instructional coaches, and administrators. Professional learning will be focused on implementing best practices in literacy, English Language Development and mathematics; support for dual language programs; and support with implementation of standards-aligned instructional materials. (TA support is embedded within Actions 1.2, 2.1, 2.3)

Eligibility based on this data extends through the 2026-2027 school year.

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.

Argus Continuation High School

Support for Identified Schools

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

District staff worked closely with Argus site leaders who are implementing comprehensive support and improvement activities. District staff provided guidance and technical assistance by providing necessary data for them to analyze as they revised the school plan. District staff supported the site in analyzing data to identify areas of low performance or inequitable student outcomes. Needs assessments focused on the analysis of California School Dashboard indicator data for graduation rates, the key factor for Argus High School, as well as locally-collected data pertaining to other indicators. Examples of such data include teacher credentialing data, school climate survey results, attendance, academic achievement, and mental health program usage. Argus High School collaborated with district leadership to identify evidence-based interventions to target the identified need as a result of data analysis. At Argus, it was determined that the most effective strategy for increasing student graduation rates was through school engagement and whole child support. These goals could best be achieved with the addition of a Learning Director. Site leaders solicited input from school site council members when revising the school plan for 2025-26, as well as from staff. The plan was discussed with educational partner groups and their input shaped revisions to the plan.

Monitoring and Evaluating Effectiveness

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

Utilizing the district MTSS framework, district staff will work closely and meet at least three times a year with site leaders as they monitor the metrics identified in their School Plan as well as the California School Dashboard indicator data in order to evaluate the effectiveness of the plan. Because Argus High School was identified based on graduation rates, progress monitoring will focus on credits earned by all students

at Argus and aggregated by student groups at the school. Staff will regularly monitor progress using multiple measures during the school year, and report progress to School Site Council and other educational partners. Data and educational partner input will drive revisions to the plan, which will need to be approved at the district level. Ceres Unified School District will provide support to sites to help with the collection, organization, and monitoring of data as well as supporting site staff with utilizing the district's data management system.

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
Certificated and Classified Educational Partners	Certificated and classified combined partner meetings were held this year (11/9/24, 2/11/25, and 3/25/25). On 11/9/24, the district presented an overview of metrics, goals, actions, and expenditures. On 2/11/24, the district reviewed Dashboard data and collected input regarding which actions should be continued, which should be discontinued, and which additional actions are necessary to meet the LCAP goals. On 3/25/24, the district presented a draft of the new LCAP plan and collected feedback.
SELPA	District staff met with the SELPA Director on 5/22/25 to discuss the 25-26 LCAP goals and actions, including the action targeting support for students with disabilities.
CUTA and CSEA Consult	District staff held consults with Ceres Unified Teachers Association on 4/28/25 to share a draft of the new LCAP and collect input regarding any changes. The same conversation took place with the Classified School Employees Association on 5/20/25.
Parent Advisory/DAC/DELAC/Community Educational Partners	Combined partner meetings (including Parent Advisory, DAC/DELAC, and Community Partners) were held this year (11/5/24, 2/4/25, 3/18/25, and 5/22/25). On 11/5/24, the district presented an overview of metrics, goals, actions, and expenditures. On 2/4/25, the district reviewed Dashboard data and collected input regarding which actions should be continued, which should be discontinued, and which additional actions are necessary to meet the LCAP goals. On 3/18/25, the district presented a draft of the new LCAP plan and collected feedback. This group helped complete the LREBG needs assessment on 5/22/25.

Educational Partner(s)	Process for Engagement
Youth Advisory Council	District staff met with the Youth Advisory Council (comprised of students in grades 9-12 throughout the district) on 10/2/24, 11/6/24, 1/15/25, and 4/2/25. Topics covered included CA School Dashboard results, policies and procedures that affect students, food services, and cell phone policies. On 4/2/25, the students gave direct input regarding LCAP goals and actions.
Executive Council (includes Principals)	Members of Executive Council (Cabinet members, Directors and Coordinators, Classified Managers, and Principals) met on 5/6/25 to examine the goals and actions within the LCAP and prioritize those by their level of impact to determine what should be continued, discontinued, or added.
MTSS	District MTSS team met bi-weekly throughout the school year. Team reviewed districtwide data and offered suggestions for revising actions based upon data throughout the year.
Equity Multiplier School educational partners	Ceres USD district leadership met with principals of Walter White, Argus and Endeavor throughout the 2024-25 school year to identify areas of need as indicated by the 2024 Dashboard. Principals met with School Site Councils to develop goals, actions, and expenditures related to Equity Multiplier funds.

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

All educational partner groups provided feedback as Ceres USD revised the LCAP plan for 2025-2026. Based on the feedback collected, new goals were written to differentiate between the focus on all students' academic achievement and college/career readiness (Goal 1) and the needs of individual student groups through the work of MTSS (Goal 2). All partner groups indicated that school connectedness, family engagement, and health and safety are foundational to the academic success of all students (Goal 3). Equity Multiplier Schools engaged their educational partners through School Site Council in development of the actions listed in Goal 4.

Going into Year 2 of this LCAP, all 2024-25 educational partner groups offered suggestions about how to improve our work to meet the goals set the year before. Recommendations included a variety of topics, including increased community input, more students accessing tutoring platforms, and specific professional development for Equity Multiplier sites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ceres USD will ensure all students demonstrate high levels of academic achievement and college/career readiness by providing a high quality educational system.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on analysis of the California School Dashboard, Ceres USD developed this goal to address the academic achievement and college/career readiness needs of CUSD students. Educational partners acknowledged that there is a need for continued focus on academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed teachers (Local indicator)	2023-24: Total # of teachers fully credentialed: 611 (92%) Total # of teachers not fully credentialed: 46	2024-25: Total # of teachers fully credentialed: 573 (93%) Total # of teachers not fully credentialed: 43		90% of teachers will be fully credentialed for their teaching assignment.	Exceeding target by 3% 1% increase
1.2	Access to standards-aligned instructional materials (Local Indicator)	2023-24: 100% of curriculum is aligned to standards.	2024-25: 100% of curriculum is		100% of curriculum is aligned to standards.	Meeting target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aligned to standards.			
1.3	Implementation of state standards (Local Indicator)	2023-24 #1: Professional Development: -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation #2: Instructional Materials -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Full Implementation -ELD: Full Implementation -Science: Full Implementation #3: Policy & Program Support -ELA: Full Implementation -Math: Full Implementation	2024-25 #1: Professional Development: -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation #2: Instructional Materials -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Full Implementation -ELD: Full Implementation -Science: Full Implementation #3: Policy & Program Support -ELA: Full Implementation		Full Implementation and Sustainability in all areas	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation #4: Implementation of Standards -CTE: Full Implementation -PE: Full Implementation -World Language: Full Implementation -Health: Full Implementation -VPA: Full Implementation #5: Engagement of School Leadership -Identifying the professional learning needs of groups of teachers or staff as a whole: Full implementation & Sustainability -Providing support for teachers on the standards they have not yet mastered: Full Implementation & Sustainability -Identifying the professional learning	-Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation #4: Implementation of Standards -CTE: Full Implementation -PE: Full Implementation -World Language: Full Implementation -Health: Full Implementation -VPA: Full Implementation #5: Engagement of School Leadership -Identifying the professional learning needs of groups of teachers or staff as a whole: Full implementation & Sustainability -Providing support for teachers on the standards they			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs of individual teachers: Full Implementation	have not yet mastered: Full Implementation & Sustainability -Identifying the professional learning needs of individual teachers: Full Implementation			
1.4	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23: All students: 48.4 pts below standard	2023-24: All students: 42.6 pts below standard		Improve by at least 9 pts	Increased by 5.8 pts
1.5	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23: All students: 86.6 pts below standard	2023-24: All students: 83.8 points below standard		Improve by at least 9 pts	Increased by 2.8 pts
1.6	Academic Indicator: Science (Dashboard: CAST scores)	2023-24: All Students : 19.1 points below standard	2023-24: All Students : 19.1 points below standard		Improve by at least 4 pts	N/A: Baseline Year
1.7	College/Career Indicator - % prepared (Dashboard)	2022-23: 33.5% of students are prepared	2023-24: 33.9% of students are prepared		Increase by 10%	Increased by 0.4%
1.8	A-G completion rate (Dataquest)	2022-23: 43.10%	2023-24: 42.4%		Increase to 50%	Decreased by 0.7%
1.9	CTE Pathway completion rate (Dashboard Additional Report)	2022-23: 23.4%	2023-24: 21.8%		Increase to 30%	Decreased by 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Advanced Placement test pass rate (College Board)	2022-23: 38%	2023-24: 48%		Increase to 45%	Surpassed goal by 3% Increased 10%
1.11	Early Assessment Program (EAP) preparedness rate (Dataquest)	2022-23: ELA Standard Met/Exceeded: 46.5% Math Standard Met/Exceeded: 14.13%	2023-24: ELA Standard Met/Exceeded: 48.09% Math Standard Met/Exceeded: 12.17%		ELA: Increase to 55% Math: Increase to 20%	ELA: Increased 1.59% Math: Decreased 1.96%
1.12	College Credit Course enrollment rate (Infinite Campus)	2023-24: 3.5%	2024-25: 1.12%		Increase to 10%	Decreased 2.38%
1.13	Seal of Biliteracy completion rate (Dataquest)	2022-23: 8.2%	2023-24: 9.4%		Improve to 10% or higher	Increased 1.2%
1.14	High school graduation rate (Dashboard)	2022-23: 90.7%	2023-24: 92.3%		Increase by 3%	Increased 1.6%
1.15	Broad course of study (Local Indicator)	2023-24: All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2024-25: All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.		Maintain access for all students	Meeting Target No change

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Action 1.1 High Quality Staff - Successfully developed a high quality staff, both certificated and classified, to support student learning, including a fully staffed teams of Instructional Coaches, Library Media Clerks, Educational Services leaders, site administrators, early childhood paraprofessionals, and K-3 teachers for smaller class sizes.
- Action 1.2 High Quality Instruction - Successfully ensured high quality instruction through the use of equitable supports for all students and teachers, including a focus on ongoing, strategic teacher development and Induction, access to student technology, and support from Stanislaus County Office of Education.
- Action 1.4 Graduation Rate - Successfully making use of multiple credit recovery programs, including Summer School and zero period, to support students in earning a high school diploma.

Implementation Challenges

- Action 1.3 College/Career Readiness - Ceres Unified continues to implement CTE pathways, develop increased Dual Enrollment opportunities, and build long term Advanced Placement success. This work takes more than a single year to implement.

No actions required Modification. All actions were implemented.

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.

For each goal, the differences between budgeted expenditure and actual expenditures were less than 4% difference.

- Action 1.2: Some LCFF funds went unspent for Educational Technology and Teacher Induction, mostly due to use of other grant or one-time funds.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated both by quantitative and qualitative indicators.

Effective Implementation:

- Action 1.1: A slightly higher percentage of teachers were fully credentialed in 2024-25 (93%), as compared to 2023-24 (92%) and the district was able to remain staffed in all certificated and classified positions called for by this goal.
- Action 1.2: CAASPP ELA and math scores showed improvement in 2023-24, improving to be 5.8 points closer to standard in ELA and 2.8 points closer to standard in math.
- Action 1.4: Academic interventions and credit recovery options improved the graduation rate by 1.6% for the class of 2024.

Somewhat Effective Implementation:

- Action 1.3: College/Career Readiness improved by 0.4% in 2023-24, which is not on track to make our goal of 10% over the course of three years. Increased access to CTE pathways and dual enrollment options will support this goal, as will a continued focus on AP scores. (AP pass rate rose from 38% to 48% in 2023-24.)

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:
Goal Description: No changes to current goal focusing on academic achievement and college/career readiness.

Metrics Modifications:
Added: 1.6 California Science Test (CAST) added to measure improvements in learning about Science.

Expected Outcomes:
Baseline Added: 1.6 CAST achievement will improve by at least 4 points.

Actions Modifications:
Added Actions 1.5 and 1.6 as Learning Recovery Emergency Block Grant goals based on data and needs assessment results.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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	High Quality Staff	Hire and continue to develop and support high quality certificated and classified staff. • Instructional Coaches	$16,199,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional site administrative support • Educational Services staff • Librarians and Library Media Clerks • Additional support staff to implement supplemental programs • Pre-school support staff • Early primary grade paraprofessional staff • Educational Technology staff • K-3 Teachers to reduce class size to 22:1		
1.2	High Quality Instruction	Ensure all students receive high quality instruction. • Educational Services support • Professional development • Teacher Induction Program • Instructional Norms and Google certifications for instructional staff • Two additional days of Professional Development for instructional staff • Chromebooks for all students • Educational Technology programs and services • Supplemental instructional materials • Differentiated Assistance support from Stanislaus County Office of Education (professional development)	$12,902,638.00	Yes
1.3	College/Career Readiness	Ensure all students are college and career ready, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard. • College/Career readiness programs • Career Technical Education programs • College Transition Learning Director • Additional Learning Director support	$2,962,881.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Graduation Rate	Ensure all students earn a high school diploma, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard. • Educational Options programs • Summer School • Credit Recovery options • Tutoring • Zero period	$21,601,888.00	Yes
1.5	High Quality Staff - LREBG	LREBG Action: Fully Funded by LREBG Hire and continue to develop and support high quality certificated and classified staff using Learning Recovery Emergency Block Grant Funds. This funding will focus on continuing to provide academic opportunities, especially lower class sizes, enrichment, and intervention in the midst of declining ADA. In addition, a part-time, short-term teacher on special assignment will provide systems work to align all district systems to best practices for college and career readiness. This includes A-G course alignment, increased college and career exposure, support for CTE pathways, dual enrollment support, and more. Research indicates that smaller class sizes in elementary grades are associated with more positive academic outcomes for students. This environment allows teachers to provide more individualized attention, which can lead to improved learning and engagement for each student. Research also indicates the benefits of a school district intentionally connecting all its parts, like curriculum, teaching, and support programs. This way, everything works together to help students prepare for what comes after graduation, whether it's college or starting a career. This action is aligned with allowable uses of funds because it increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Metrics used to monitor the action: Metric 1.1, and 1.4 - 1.14	$4,728,029.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	High Quality Instruction - LREBG	LREBG Action: Fully Funded by LREBG Ensure all students receive high quality instruction using Learning Recovery Emergency Block Grant Funds. This work includes extended professional development activities, improved educational technology access for rural areas, additional high quality instructional materials, and access to a student data platform. Research indicates: • Ongoing, targeted professional development is crucial for teachers to stay current with the latest research-based teaching strategies, ultimately leading to improved instructional practices and better outcomes for students. • Students living in rural, impoverished areas struggle to access technology at the same rates as those in more suburban, affluent areas. • Access to updated, rigorous instructional materials is necessary because high-quality materials can help to close achievement gaps and provide equitable learning opportunities for all students. • Providing educators with access to a user-friendly comprehensive student data platform has been proven to help schools and teachers make better instructional decisions based on individual student need. This action is aligned with allowable uses of funds: • because it provides additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. • because it integrates evidence-based pupil supports to address other barriers to learning and staff supports and training. Metrics used to monitor the action: Metrics 1.2, 1.4, 1.5, 1.6	$1,358,002.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ceres USD will ensure all student groups demonstrate high levels of academic achievement and college/career readiness by providing a high quality educational system within a Multi-Tiered System of Support.	Broad Goal

State Priorities addressed by this goal.

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.

Based on analysis of the California School Dashboard, Ceres USD developed this goal to address the academic achievement and college/career readiness needs of all CUSD students and individual student groups. Educational partners acknowledged that there is a need for continued focus on the outcomes of student groups, particularly those performing in the red, orange, and low levels on the Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress Indicator (Dashboard)	2022-23: 46.7%	2023-24: 44.4% making progress		Increase by 6%	Decreased 2.3%
2.2	Reclassification rate (ELLevation)	2022-23: 8.95%	2023-24: 11.42%		Increase to 10% or higher	Exceeding target outcome Improved by 2.47%
2.3	Academic Indicator/Student groups: ELA (Dashboard)	2022-23: All students: 48.4 pts below standard ELs: 70.4 pts below standard	2023-24: All students: 42.6 pts below standard ELs: 68.0 pts below standard		All students: Improve by at least 9 pts ELs: Improve by at least 14 pts	All students: improved by 5.8 pts ELs: improved by 2.4 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 53.7 pts below standard Hispanic: 52.6 pts below standard White: 39.6 pts below standard African American: 73.7 pts below standard Foster Youth: 151 pts below standard Homeless Youth: 90 pts below standard Students with Disabilities: 120.1 pts below standard 2023-24: LTELs: 102.8 pts below standard	LTELs: 102.8 pts below standard SED: 48.5 pts below standard Hispanic: 46.6 pts below standard White: 29.5 pts below standard African American: 64.4 pts below standard Foster Youth: 138.1 pts below standard Homeless Youth: 95.2 pts below standard Students with Disabilities: 111.4 pts below standard		LTELs: Improve by 20 pts SED: Improve by at least 12 pts Hispanic: Improve by at least 12 pts White: Improve by at least 9 pts African American: Improve by at least 14 pts Foster Youth: Improve by at least 14 pts Homeless Youth: Improve by at least 14 pts Students with Disabilities: Improve by at least 14 pts	LTELS: baseline year SED: improved by 5.2 pts Hispanic: improved by 6 pts White: Improved by 10.1 pts. Meeting target outcome. African-American: improved by 9.3 pts. Foster Youth: improved by 12.9 pts. Homeless youth: declined by 5.2 pts. Students with Disabilities: improved by 8.7 pts
2.4	Academic Indicator/Student groups: Math (Dashboard)	2022-23: All students: 86.6 pts below standard ELs: 97.9 pts below standard SED: 91 pts below standard Hispanic: 91.8 pts below standard White: 69.5 pts below standard African American: 134.3 pts below standard	2023-24: All students: 83.8 pts below standard ELs: 99.1 pts below standard LTELs: 172.0 pts below standard SED: 89 pts below standard Hispanic: 89 pts below standard White: 62.8 pts below standard		All students: Improve by at least 9 pts ELs: Improve by at least 12 pts LTELs: Improve by at least 14 points SED: Improve by at least 12 pts Hispanic: Improve by at least 12 pts White: Improve by at least 9 pts	All students improved by 2.8 pts ELs: declined by 1.2 pts LTELS: baseline year SED: improved by 2 pts Hispanic: improved by 2.8 pts White: Improved by 6.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 172.4 pts below standard Homeless Youth: 126.8 pts below standard Students with Disabilities: 141.1 pts below standard 2023-24: LTELs: 172.0 pts below standard	African American: 103.3 pts below standard Foster Youth: 175.5 pts below standard Homeless Youth: 121.4 pts below standard Students with Disabilities: 136.4 pts below standard		African American: Improve by at least 14 pts Foster Youth: Improve by at least 14 pts Homeless Youth: Improve by at least 14 pts Students with Disabilities: Improve by at least 14 pts	African American: improved by 31 pts Foster Youth: declined by 3.1 pts Homeless Youth: improved by 5.4 pts Students with Disabilities: improved by 4.7 pts
2.5	Academic Indicator/Student groups: Science (Dashboard)	2023-24: All students: 19.1 pts below standard ELs: 26.1 pts below standard LTELs: 31.4 pts below standard SED: 20.2 pts below standard Hispanic: 20.1 pts below standard White: 14.0 pts below standard African American: 23.8 pts below standard Foster Youth: no data to display (7 students) Homeless Youth: 30.9 pts below standard Students with Disabilities: 31.3 pts below standard	2023-24: All students: 19.1 pts below standard ELs: 26.1 pts below standard LTELs: 31.4 pts below standard SED: 20.2 pts below standard Hispanic: 20.1 pts below standard White: 14.0 pts below standard African American: 23.8 pts below standard Foster Youth: no data to display (7 students) Homeless Youth: 30.9 pts below standard		Improve all student groups by 4 points.	N/A: New Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 31.3 pts below standard			
2.6	Social Emotional Behavioral program measures (local data)	A. Quantitative measures: 2023-24 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6 = 287, 7-12 = 1) Counseling services: (K-6 = 490, 7-12 = 727) Mental health services (clinicians): (K-6 = 89, 7-12 = 118) Mentoring services: (K-6 = 0, 7-12 = 0) B. Qualitative measures: 2023-24 results (SEL Screener results & Staff Survey): See Attachment #2	A. Quantitative measures: 2024-25 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6 = 269, 7-12 = 4) Counseling services: (K-6 = 510, 7-12 = 819) Mental health services (clinicians): (K-6 = 59, 7-12 = 147) Mentoring services: (K-6 = 0, 7-12 = 0) B. Qualitative measures: 2024-25 results (SEL Screener results & Staff Survey): See Attachment #2		A. Maintain services provided as identified by student need. B. SEL Screener: Ensure at least 80% of students score within the low risk range on a Social Emotional and Behavioral Health screener or improve by 5% each year. Staff Survey: 5-10% increase per year	A. Quantitative measures: 2024-25 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6: -18, 7-12: +3) Counseling services: (K-6: +20, 7-12: +92) Mental health services (clinicians): (K-6: -30, 7-12: +29) Mentoring services: (K-6: 0, 7-12: 0) B. Qualitative measures: See Attachment #2
2.7	CA Dashboard Indicators in Orange, Red, and Low for	2022-23: Socioeconomically Disadvantaged students:	2023-24: Socioeconomically		Improve all red/orange/low indicators annually	Socioeconomically Disadvantaged students: No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Unduplicated Student Groups (Dashboard)	• Orange (ELA), Low (CCI) English Learners: • Red (ELA, Math) • Orange (Suspension rate, Graduation rate); Low (CCI) Foster Youth: • Red (Chronic Absenteeism) • Orange (Suspension Rate, ELA, Math)	Disadvantaged students: • Orange (Math, CCI) English Learners: • Orange (ELA; ELPI Progress) • Red (Math, CCI) Foster Youth: • Orange (ELA, Chronic Absenteeism, Suspension Rate) • Red (Math)			orange/red indicators. English Learners: No orange/red indicators for Suspension Rate or Graduation Rate. ELA improved to orange from red. Math still red; CCI now red. Foster Youth: Chronic Absenteeism improved to orange from red. Math red instead of orange. ELA and Suspension Rate remain orange.
2.8	CA Dashboard Indicators in Orange, Red, and Low for Homeless Youth (Dashboard)	2022-23: • Red: ELA and Math • Orange: Suspension Rate • Low: College/Career Indicator	2023-24: • Orange (Math, CCI, Grad Rate) • Red (ELA)		Improve all red/orange/low indicators annually	Math improved to orange instead of red. CCI is red. Math remains red. Grad rate decreased to orange.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Suspension rate improved out of orange.
2.9	CA Dashboard Indicators in Red for all schools and student groups (Dashboard)	See Attachment #1	See Attachment #1		Improve red indicators for all schools and student groups	See Attachment #1

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Action 2.1: MTSS - Successfully implemented MTSS as the process for student academic, behavioral, and social emotional supports across the district, including robust student mental health supports.
- Action 2.2: Unduplicated Student Funding - Successfully provided school sites funds to support their unduplicated students.
- Action 2.3: English Learner Support - Successfully hired support staff to work with immigrant and English Learner students, as well as ongoing partnerships with Stanislaus County Office of Education to provide strategies to improve English Learner outcomes.
- Action 2.4: Homeless Youth Support - Successfully provided a community liaison with resources to support the unique needs of homeless students and their families.

Modified Actions

- Action 2.5: Special Education Support - Some of the work associated with this action are still in process, such as new Resource instructional materials. Much of these funds were used to provide extra staff to support students with Speech needs, especially given the local shortage of Speech and Language Pathologists.

All actions were implemented.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Action 2.5: Special Education. Modified and increased budget at Revision 1 based on increased student need and formative data. Some unfilled positions over the course of the year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative factors.

- Action 2.1: Students had regular access to mental health and physical health supports in Ceres Unified as defined by student need as demonstrated by metric 2.6.
- Action 2.2: School sites worked with Educational Services and district leadership to identify needs of unduplicated students. Effectiveness of this allocation varied somewhat by site, though overall student achievement on the CAASPP improved from 2022-23 to 2023-24 (+5.8 points in ELA, +2.8 points in Math).
- Action 2.3: 2676 English Learners (72% of total) showed growth on the ELPAC scale score from 2023 to 2024. While this does not mean that every student met ELPI growth expectations, it demonstrates strong English Language supports.
- Action 2.4: The Homeless Youth Liaison tracked the attendance of every student who qualified as unhoused in 2024-25, and worked with families individually to overcome barriers to accessing education.
- Action 2.5: Special Education Support: Speech Language Pathologist Assistants were integral to supporting students in need of support in 2024-25. More work to support Special Education students is in process.

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.

Baseline metrics and expected outcomes were added for 2.5 Science.
Newly available LTEL data was added to Metrics 2.3, 2.4, and 2.5.

Action 2.5 will become a contributing action based on the review of data and needs of dually identified students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS (Multi-Tiered System of Support)	Provide Academic and Social Emotional-Behavioral Intervention and Support through MTSS, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Director of MTSS • Academic Intervention program • Social Emotional Behavioral supports • Differentiated Assistance support from Stanislaus County Office of Education (Intervention teacher support/training)	$15,051,645.00	Yes
2.2	Unduplicated student funding	Provide funding to individual schools based on unduplicated student counts. • Site funds to support unduplicated students toward improved Dashboard outcomes, particularly in academic achievement and college/career readiness	$6,952,077.00	Yes
2.3	English Learner support	Ensure English Learners (ELs) and Long Term English Learners (LTELs) make annual progress on the ELPAC assessment and progress toward reclassification through a system of targeted support. • Immigrant student paraprofessional support • EL support staff • Differentiated Assistance support from Stanislaus County Office of Education (ELD walks at school sites to support implementation of teacher professional learning)	$1,045,834.00	Yes
2.4	Homeless Youth Support	Provide targeted support for Homeless Youth. • Community liaisons	$212,066.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Students with Disabilities support	Provide targeted support for Students with Disabilities. • Focus on improved reading skills • New curriculum for Resource students • Focus on students dually identified as Students with Disabilities and English Learner	$428,787.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ceres USD will provide a safe, healthy, inclusive environment for all students focusing on school connectedness and family engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on analysis of the California School Dashboard, Ceres USD developed this goal to address the needs of the whole child that serve as the foundation to learning and academic achievement. Educational partners acknowledged that the actions within this goal - school connectedness, family engagement, and school health & safety - all contribute to the academic success of Ceres Unified students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Instances where facilities do not meet the "good repair" standard (Local indicator)	2023-24: 0	2024-25: 0		Maintain 0 instances	Meeting target. No change.
3.2	Parental Involvement and Family Engagement self-reflection tool (Local indicator)	2023-24 #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Full Implementation & Sustainability	2024-25 #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Full		Full implementation and sustainability in all areas	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		#3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way Communication: Full Implementation & Sustainability #5 Professional learning to improve partnership with families: Initial Implementation #6 Providing family with resources to support student learning: Full Implementation #7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation #8: Supporting families in advocating for their students: Full Implementation & Sustainability #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation	Implementation & Sustainability #3 Supporting Staff to Learn about Families: Full Implementation #4 Multiple Opportunities for 2-way Communication: Full Implementation & Sustainability #5 Professional learning to improve partnership with families: Initial Implementation #6 Providing family with resources to support student learning: Full Implementation #7: Implementing policies for teachers to meet with students and families about academic progress: Full Implementation #8: Supporting families in advocating for their students: Full			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		#11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation	Implementation & Sustainability #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation			
3.3	School attendance rate (Local data)	2023-24: 94.07% (8 month P-2 Report)	2024-25: 94.01% (8 month P-2 Report)		Maintain 95% or higher	Declined by 0.06%. 0.99% below target.
3.4	Chronic absenteeism rate (Dashboard)	2022-23: 20.9%	2023-24: 14.8%		Improve to 10% or lower	Improved by 6.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Middle school dropout rate (Local data)	2022-23: 0.36% (7 students)	2023-24: 0.21% (4 students)		Maintain a rate below 0.5%	Meeting target. Improved 0.15%
3.6	High school dropout rate (Dataquest)	2022-23: 7.2%	2023-24: 6.2%		Maintain 7% or lower dropout rate (State average is 8.2%)	Meeting target. Improved 1.0%
3.7	School climate survey (Local indicator)	2023-24: See Attachment # 3	2024-25: See Attachment #3		Improve 3% per year; Maintain 70% or higher	See attachment #3.
3.8	Suspension rate (Dashboard)	2022-23: All students: 3.2% African-American: 9.4%	2023-24: All Students: 2.5% African American 7.7%		Maintain 5.0% suspension rate or lower for all students and African-American students	Meeting target for all students. All students: Improved 0.7% African American: Improved 1.7%.
3.9	Expulsion rate (Dataquest)	2022-23: 0.2%	2023-24: 0.13%		Maintain a rate below 0.5%	Decreased 0.07
3.10	Access to Physical health services (Local data)	2023-24 results (Student Support data-tracking sheet): Vision Screenings: 5,485 Hearing Screenings: 7,518 Health & Nutrition Referrals: 1,063 Community Flu Clinics (shots): 150 Health Clinics (Hazel Health): 2,341 Dental Screenings: 261 Health Office Visits: 49,415	2024-25 results (Student Support data-tracking sheet): Vision Screenings: 5,411 Hearing Screenings: 6,802 Health & Nutrition Referrals: 1,047 Community Flu Clinics (shots): 150 Health Clinics (Hazel Health): 1,269		Maintain services as demonstrated by student need.	Maintaining services as demonstrated by student need. Vision Screenings: -74 Hearing Screenings: -716 Health & Nutrition Referrals: -16 Community Flu Clinics (shots): same Health Clinics (Hazel Health): -1,072

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TB Risk Assessment Screenings: 523 Individual Health Plans: 313 Sports Physicals: 1,056	Dental Screenings: 544 Health Office Visits: 45,458 TB Risk Assessment Screenings: 454 Individual Health Plans: 254 Sports Physicals: 1,123			Dental Screenings: +283 Health Office Visits: -3,957 TB Risk Assessment Screenings: -69 Individual Health Plans: -59 Sports Physicals: +67

Goal Analysis [2024-25]

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

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

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

Successful Implementation:

- Action 3.1: School Connectedness - Successfully provided access to a broad course of study and fostered positive school climates through high student engagement.
- Action 3.2: Family Engagement - Although some Community Liaison positions were unfilled at different points in the year, schools successfully collaborated with families throughout the year to elevate the voice of parents and guardians in education through Educational Partner meetings and groups.
- Action 3.3: School Health and Safety - Successfully utilized School Resource Officer program and Alternative 2 Suspension to keep students safe and on campus for learning.

No actions required modification. All actions were implemented.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

- Action 3.2: Family Engagement. Some community liaison positions were unfilled at various times of the school year.
- Action 3.3: School Health and Safety. Some safety-related projects are still in progress resulting in unexpended funds.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated both by quantitative and qualitative indicators.

Effective Implementation:

- Action 3.2: Tools such as Parent Square and community liaison staff members drove a continued focus on family connectedness, evidenced by strong community and family participation in events at schools and districtwide.
- Action 3.3: Students had access to safe, healthy campuses this year thanks to an ongoing partnership with the local Police Department and proactive safety practices. As a result, both suspension rates and expulsion rates continued to drop.

Somewhat Effective Implementation:

- Action 3.1: Average daily attendance remained lower than we would like this year, but it did not decrease. Instead, students continued to enjoy arts, music, sports, and various educational opportunities at all grade levels. There was a 6.1% decrease in Chronic Absenteeism and a 0.7% decrease in Suspension Rate. Additionally, this action uses Metric 3.7. Because the data in 3.7 is derived from a voluntary, self-reported survey, some students either did not participate or chose not to identify as Foster Youth. However, verified internal records indicate that a significant number of Foster Youth are enrolled, suggesting the reported data does not accurately reflect this population.

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

No changes were made to the current goal, metrics, or actions in Goal 3. LREBG Action 3.4 was added based on data and needs assessment.

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	School Connectedness	Ensure all students feel connected to their school community, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard. • Attendance supports • Middle and high school dropout prevention • Access to broad course of study (Visual and Performing Arts programs, elementary music program, free sports physicals, and Outdoor Education) • Positive school climate	$4,536,514.00	Yes
3.2	Family Engagement	Ensure positive and transparent family communication. • Family Engagement programs • Community Liaisons • Communication Department • Parent Square • Adult Education programs	$3,550,398.00	Yes
3.3	School Health & Safety	Provide for a safe, healthy school environment, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard. • School Resource Officers • Alternative 2 Suspension program • School Safety • Health services staff	$17,246,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	School Connectedness - LREBG	LREBG Action: Fully Funded by LREBG Ensure community is connected to school using Learning Recovery Emergency Block Grant funds. Increase student enrollment outreach and retention through advertising and community outreach. Focus on enrolling TK and K students. Research shows that students who enter a Transitional Kindergarten program have better literacy and math skills compared to those who enter directly into Kindergarten, and that students who enroll early in school have better social emotional skills, including stronger self-regulation. Self-regulation is a strong predictor of academic success, implying that TK can provide a valuable foundation for future learning. This action is aligned with allowable uses of funds because this accelerates progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. Metric used to monitor the action: Metric 3.2, 3.3, 3.5, 3.6, 3.7 and 3.10	$1,314,540.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	During the 2025-26 school year, students at Walter White Elementary School, Argus High School and Endeavor High School will demonstrate growth toward more equitable student outcomes on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

This goal was written to describe the strategies implemented by three Ceres USD schools who are receiving Equity Multiplier funds for 2025-26. The following indicators and student groups will be targeted for each school:
1) Walter White Elementary School:
- ELA Indicator (Overall student results and specifically Hispanic, Socioeconomically Disadvantaged, and English Learners)
- Math Indicator (Overall student results and specifically Hispanic, Socioeconomically Disadvantaged students, and English Learners)
- Chronic Absenteeism (Specifically Homeless Youth, White, Students with Disabilities and English Learners)
- English Learner Progress (Overall student results)

2) Argus High School:
- ELA Indicator (Overall student results and specifically Hispanic and Socioeconomically Disadvantaged students)
- Math Indicator (Overall student results and specifically Hispanic and Socioeconomically Disadvantaged students)
- Graduation Rate (Overall student results and specifically English Learners, Hispanic and Socioeconomically Disadvantaged students, and Long Term English Learners)
- Suspension Rate (Overall student results and specifically Socioeconomically Disadvantaged students)
- English Learner Progress Indicator (Overall student results)

-College and Career Indicator (Overall student results and specifically English Learners, Hispanic, and Socioeconomically Disadvantaged students)
3) Endeavor High School
- College/Career Indicator (Overall student results and specifically Hispanic and Socioeconomically Disadvantaged students)

The actions within this goal are funded by 2024-25 Equity Multiplier funds and 23-24 carryover funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Walter White Academic Indicator: ELA (Dashboard)	2022-23: All students: 80.4 pts below standard Hispanic: 86.9 pts below standard SED: 81.7 pts below standard EL: 87.9 pts below standard	2023-24: All students: 96.4 pts below standard Hispanic: 108.5 pts below standard SED: 98.2 pts below standard EL: 109.0 pts below standard		All students: Improve by at least 12 pts Hispanic: Improve by at least 12 pts SED: Improve by at least 12 pts EL: Improve by at least 8 points	All students: decreased16 points Hispanic: decreased 21.6 points SED: decreased 16.5 points EL: declined 21.1 points; Orange to Red
4.2	Walter White Academic Indicator: Math (Dashboard)	2022-23: All students: 97.6 pts below standard Hispanic: 101.1 pts below standard SED: 98.6 pts below standard EL: 106.1 pts below standard	2023-24: All students: 100.6 pts below standard Hispanic: 112.8 pts below standard SED: 104.2 pts below standard EL: 109.9 pts below standard		All students: Improve by at least 12 pts Hispanic: Improve by at least 12 pts SED: Improve by at least 12 pts EL: Improve by at least 8 points	All students: decreased 3 points Hispanic: decreased 11.7 points SED: decreased 5.6 points EL: decreased 3.8 points; Orange to Red
4.3	Walter White Chronic Absenteeism Indicator (Dashboard)	2022-23: All Students: 25.5% Homeless: 49.2% White: 38.8% EL: 18.8% SWD: 33.3%	2023-24: All Students: 23.3% Homeless: 33.0% White: 21.9% EL: 21.6% SWD: 34.1		All Students: Maintain 15% or lower rate Homeless: Improve by at least 15% White: Improve by at least 12% EL: Improve to 12% or lower rate SWD: Improve by at least 15%	All Students: improved 2.2%: Red to Orange Homeless: improved 16.2%; Red to Orange White: improved 21.9%; Red to Orange EL: declined 2.8%; Yellow to Red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: declined 1.1%; Orange to Red
4.4	Argus Academic Indicator: ELA (Dashboard)	2022-23: All students: 232.7 pts below standard Hispanic: 225.1 pts below standard SED: 237.9 pts below standard	2023-24: All students: 224.9 pts below standard Hispanic: 222.5 pts below standard SED: 230.9 pts below standard		All students: Improve by at least 30 pts Hispanic: Improve by at least 30 pts SED: Improve by at least 30 pts	All students: Improved 7.8 points: Red to Orange Hispanic: Improved 2.6 points; Red SED: Improved 7 points; Red to Orange
4.5	Argus Academic Indicator: Math (Dashboard)	2022-23: All students: 294.6 pts below standard Hispanic: 299.1 pts below standard SED: 296.2 pts below standard	2023-24: All students: 276.9 pts below standard Hispanic: 273.9 pts below standard SED: 278.1 pts below standard		All students: Improve by at least 30 pts Hispanic: Improve by at least 30 pts SED: Improve by at least 30 pts	All students: Improved 17.7; Red to Orange Hispanic: Improved 25.2; Red to Orange SED: Improved 18.1; Red to Orange
4.6	Argus Graduation Rate Indicator (Dashboard)	2022-23: All students: 63.6% English Learners: 67.7% Hispanic: 64.6% SED: 62.6% 2023-24: LTEL: 56.8%	2023-24: All students: 66.7% English Learners: 55.6% Hispanic: 67.6% SED: 66.4% LTEL: 56.8%		Increase to at least 70% for all groups	All students: Improved 3.1%; Red English Learners: Decreased 12.1%; Red Hispanic: Improved 3%; Red SED: Improved 3.8%; Red LTEL: baseline reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Argus Suspension Rate Indicator (Dashboard)	2022-23: All students: 6.6% SED: 6.5%	2023-24: All students: 6.7% SED: 6.8%		Improve to below 5% for all groups	All students: Increased by 0.1; Red to Orange SED: Increased by 0.3%; Red to Orange
4.8	Argus English Learner Progress Indicator (Dashboard)	2022-23: All students: 17.1%	2023-24: All students: 21.9%		All students: Improve by 12%	All students: Improved 4.8%; Red to Orange
4.9	Endeavor College Career Indicator (Dashboard)	2022-23: All students: 4.1% prepared Hispanic: 3.4% prepared SED: 4.5% prepared	2023-24: All students: 3.4% prepared Hispanic: 4.1% prepared SED: 3.9% prepared		Improve to at least 10% for all groups	All students: Decreased 0.7% Hispanic: Increased 07% SED: Decreased 0.6%
4.10	Argus College Career Indicator (Dashboard)	2022-23: All students: 1.7% prepared Hispanic: 1% prepared SED: 1.8% prepared English Learners: 0% prepared	2023-24: All students: 3.4% prepared Hispanic: 4.1% prepared SED: 3.9% prepared English Learners: 0% prepared		Improve to at least 10% for all groups	All students: Improved 1.7%; Red Hispanic: Improved 3.1%; Red SED: Improved 2.1%; Red English Learners: 0% prepared
4.11	Walter White English Language Progress Indicator (Dashboard)	2022-23: All English Learners: 53.5%	2023-24 Baseline Year: All English Learners: 29.2%		Increase to at least 50%	Decreased 24.3% from Green to Red

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.

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

Successful Implementation:

- Action 4.3: Endeavor Alternative Learning Center Equity Multiplier Support - Successfully provided supplies to support students, including incentives and community building activities for this largely independent study high school. Also provided counseling services for students and professional learning for staff.

Modified Implementation:

- Action 4.1: Walter White Elementary School Equity Multiplier Support - Successfully installed a full-time, site-specific instructional coach, an assistant principal, and extra intervention teachers. The school also purchased safe campus supports and additional instructional materials. In the midst of the school year, it became clear the site needed professional development support as well, which came from these funds.
- Action 4.2: Argus Continuation High School Equity Multiplier Support - Successfully utilized a community liaison, a campus supervisor, and counseling services to meet student needs, as well as strategic professional development to serve the needs of Argus's specialized student body. Paraprofessional support was difficult to fill and keep filled. A plan for career readiness was built over the 2024-25 school year, for 2025-26 implementation.

All actions were implemented.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Action 4.1: Family Engagement. Some intervention support positions were unable to be filled, or unfilled for part of the year. Some materials were unavailable to be ordered.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated both by quantitative and qualitative indicators.

Somewhat Effective
Action 4.2: Argus Continuation High School implemented strategic teaching strategies meant to build engagement from its specialized population. Overall, Argus High School saw small improvements in dashboard data for ELA, math, English Learner Progress, and College Career Indicator. However, growth was small, and there was also a small increase in home suspensions.

Not Yet Effective
Action 4.1: Walter White Elementary School grew this year in their implementation of strong teaching strategies, PBIS strategies, and MTSS processes. Walter White data suggests that academic data is still declining during this phase of initiation. Attendance data has improved, but not as much as other schools in Ceres Unified.
Action 4.3: Endeavor Alternative Education Center also implemented focused strategies to build engagement and foster deeper levels of learning this year. In spite of this work, Endeavor's College and Career Indicators decreased slightly (-0.7%). Meeting the goal of this indicator remains a challenge to be addressed at an Alternative Learning School.

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.

Based on our analysis, the following changes were made to the metrics and actions in Goal 4.

Metric 4.1 and 4.2: English Learners moved into the Red Indicator this year and are now included in the ELA and Math metrics.
Metric 4.3: English Learners and Students With Disabilities were not Red on the 2023 Dashboard and were not included in baseline metrics. Both groups fell into the Red Indicator on the 2024 Dashboard and are now included in the metrics.
Metric 4.6: Long Term English Learners baseline was reported on 2024 Dashboard. LTELs are Red for Grad Rate and were added to the metrics.
Metric 4.11: Walter White ELPI was added.

Action 4.1: Added safe and inviting campus environment: student incentives, school community building resources (creative seating, activities, beautification, etc.); academic off campus experiences and learning opportunities, and professional learning
Action 4.2 Added professional training for faculty; access to broad course of study, including a focus on career readiness; materials and supplies (supplemental learning, career focused learning experiences, etc.); academic engagement supports through staffing and contracted providers; attendance support, including extra transportation for students; off campus college and career readiness experiences, and safe and inviting campus
Action 4.3: Added professional learning for faculty; academic engagement supports through staffing and contracted providers; off campus college and career readiness experiences
All actions were updated based on data analysis and input from educational partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Walter White Equity Multiplier support	Provide support to improve in the targeted indicators and student groups. • Full-time Instructional Coach and professional learning • Supplemental instruction materials • Tier 2 support for classroom teachers • PBIS supports (student awards/recognition) • Assistant Principal • Safe and Inviting Campus Environment: student incentives, school community building resources (creative seating, activities, beautification, etc.) • Academic off campus experiences or learning opportunities	$580,777.00	No
4.2	Argus Equity Multiplier support	Provide support to improve in the targeted indicators and student groups. • Community Liaison • Safe and Inviting Campus Environment: Campus Supervisor, student incentives, school community building resources (creative seating, activities, beautification, etc.) • Student Counseling Services for social-emotional needs and substance abuse • Paraprofessional academic support • Professional Learning and training for faculty • Access to broad course of study, including a focus on career readiness • Materials and Supplies (supplemental learning, career focused learning experiences, etc.) • Academic engagement supports through staffing and contracted providers • Attendance support, including extra transportation for students • Off Campus College and Career Readiness experiences	$278,250.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Endeavor Equity Multiplier support	Provide support to improve in the targeted indicators and student groups. • Instructional supplies for tutoring, intervention, and access to broad course of study • Student investment through incentives, community building activities, on campus community spaces, etc. • Student Counseling Services for social-emotional needs and substance abuse • Professional Learning for faculty • Academic engagement supports through staffing and contracted providers • Off Campus College and Career Readiness experiences	$179,275.00	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
$54,234,952	$6,797,585

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
37.658%	0.000%	$0.00	37.658%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** High Quality Staff **Need:** Dashboard Academic Indicators demonstrate the need to ensure staff are supporting unduplicated students in meeting state standards. **Scope:**	The quality of staff has a direct impact on whether or not unduplicated students are making progress toward meeting state standards. By working to hire and develop highly qualified staff, our schools throughout our LEA will be strong, providing a level of education that meets the needs of unduplicated students as well as those in other student groups.	1.1 Appropriately credentialed teachers; 1.4 Academic Indicator: ELA; 1.5 Academic Indicator: Math; 1.6 Academic Indicator: Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Providing this action LEA-wide ensures unduplicated students will have access to high quality staff.	
1.2	**Action:** High Quality Instruction **Need:** Dashboard Academic Indicators demonstrate the need to ensure staff are providing high quality instruction so that unduplicated students can work toward meeting state standards. **Scope:** LEA-wide	The quality of instruction has a direct impact on whether or not unduplicated students are making progress toward meeting state standards. Providing this action LEA-wide ensures unduplicated students will have access to high quality instruction.	1.2 Access to standards aligned instructional materials; 1.3 Implementation of state standards; 1.4 Academic Indicator: ELA; 1.5 Academic Indicator: Math; 1.6 Academic Indicator: Science; 1.15 Broad course of study
1.3	**Action:** College/Career Readiness **Need:** Dashboard College/Career Indicator shows the need to support unduplicated students in becoming prepared for college/careers upon graduating from Ceres Unified. **Scope:** LEA-wide	Access to courses, programs, and support has a direct impact on whether or not unduplicated students are prepared for College or Careers. Providing this action LEA-wide will ensure unduplicated students have access to programs that will help them meet the criteria for college/career readiness.	1.7 College/Career Indicator % prepared; 1.8 A-G completion rate; 1.9 CTE pathway completion rate; 1.10 AP pass rate; 1.11 EAP results; 1.12 College Credit Course enrollment rate; 1.13 Seal of Biliteracy completion rate; 2.9 CA Dashboard Indicators in Red for all schools and student groups
1.4	**Action:** Graduation Rate **Need:**	Access to support and programs including Educational Options programs, Summer School, Credit Recovery Options, Tutoring, and Zero Period have a direct impact on whether or not unduplicated students Graduate.	1.14 Graduation rate; 2.9 CA Dashboard Indicators in Red for all schools and student groups

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
	Dashboard Graduation Rate Indicator shows the need to support unduplicated students in earning a high school diploma. **Scope:** LEA-wide	Providing this action LEA-wide ensures unduplicated students have access to programs that will help them meet high school graduation requirements.	
2.1	**Action:** MTSS (Multi-Tiered System of Support) **Need:** Dashboard indicator outcomes demonstrate the need to support unduplicated student groups toward high levels of academic achievement and college/career readiness. **Scope:** LEA-wide	MTSS teams will monitor progress and provide Academic and Social Emotional-Behavioral Intervention support with and emphasis on student subgroups and schools scoring very low on the 2023 California Dashboard. This has a direct impact on whether or not unduplicated students achieve growth on Dashboard indicators. Providing this action LEA-wide ensures that unduplicated student groups and students performing in the red/low areas of the Dashboard (see Attachment #1) will receive support through an MTSS system that facilitates growth on the Dashboard indicators.	2.3 Academic Indicator/Student groups: ELA; 2.4 Academic Indicator/Student groups: Math; 2.5 Academic Indicator/Student groups: Science; 2.6 Social Emotional Behavioral program measures 2.9 CA Dashboard Indicators in Red for all schools and student groups
2.2	**Action:** Unduplicated student funding **Need:** The following data from the CA School Dashboard indicate a need for supporting unduplicated students: • Socioeconomically Disadvantaged students: Orange (ELA), Low (CCI) • English Learners: Red (ELA, Math); Orange (Suspension rate, Graduation rate); Low (CCI)	Unduplicated student funding allows sites to provide supports and evidence based interventions to improve achievement in ELA, Math and Literacy. Funds provided to sites based on unduplicated student counts have a direct impact on whether or not unduplicated students achieve improved dashboard outcomes, particularly in academic achievement and college/career readiness. Providing this action LEA-wide ensures that unduplicated students will receive additional support targeting their unique needs, specifically in	2.7 CA Dashboard Indicators in Orange, Red, and Low for Unduplicated Student Groups

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
	• Foster Youth: Red (Chronic Absenteeism); Orange (Suspension Rate, ELA, Math) **Scope:** LEA-wide	the areas of academic achievement and college/career readiness.	
2.5	**Action:** Students with Disabilities support **Need:** Dashboard indicator outcomes demonstrate the need to support unduplicated student groups toward high levels of academic achievement and college/career readiness. Dually identified students require additional targeted resources in order to achieve expected academic outcomes. **Scope:** LEA-wide	Unduplicated student funding allows sites to provide supports and evidence based interventions to improve achievement in ELA, Math and Literacy. Funds provided to sites based on unduplicated student counts have a direct impact on whether or not unduplicated students achieve improved dashboard outcomes, particularly in academic achievement and college/career readiness. Providing this action LEA-wide ensures that dually identified unduplicated students will receive additional support targeting their unique needs, specifically in the areas of academic achievement and college/career readiness.	2.3 Academic Indicator/Student groups: ELA; 2.4 Academic Indicator/Student groups: Math; 2.5 Academic Indicator/Student groups: Science; 2.6 Social Emotional Behavioral program measures 2.9 CA Dashboard Indicators in Red for all schools and student groups
3.1	**Action:** School Connectedness **Need:** Dashboard Indicators demonstrate the need to focus on School Connectedness, which has a significant impact on absenteeism, suspension and graduation rates of unduplicated students. Chronic Absenteeism rates continue to exceed pre-COVID levels, despite improvement from 2022. Graduation rates declined slightly,	Providing opportunities for students to connect to their school community through attendance supports, dropout prevention programs, access to broad course of study, and positive school climate has a direct impact on whether or not unduplicated students feel connected to their schools. Providing this action LEA-wide ensures that unduplicated students remain connected to school in order to be successful.	2.9 CA Dashboard Indicators in Red for all schools and student groups; 3.3 School attendance rate; 3.4 Chronic Absenteeism rate; 3.5 Middle school dropout rate; 3.6 High school dropout rate; 3.7 School Climate survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	although Ceres USD remains in the yellow on the Dashboard. Suspension rates have maintained, although it is an important indicator to continue to monitor. **Scope:** LEA-wide		
3.2	**Action:** Family Engagement **Need:** Dashboard Indicators demonstrate the need to continue focusing on family engagement for unduplicated students. Following the COVID-19 pandemic, it is critical to continue building connections with families to improve outcomes for unduplicated students. **Scope:** LEA-wide	Positive and transparent family communication has a direct impact on whether or not unduplicated students' families engage with the school. Providing this action LEA-wide will ensure parent/family engagement remains a focus to improve achievement for unduplicated students.	3.2 Parent involvement and family engagement self-reflection tool
3.3	**Action:** School Health & Safety **Need:** Dashboard Indicators demonstrate the need to continue focusing on health/safety for unduplicated students. Providing safety supports and physical health services greatly benefits unduplicated student groups who might not otherwise have access to such supports and services.	School Resource Officers, Alternative 2 Suspension program, and other school health and safety services have a direct impact on whether or not unduplicated students have a safe and healthy school environment. Providing this action LEA-wide ensures unduplicated students have access to a safe, healthy, inclusive environment.	2.9 CA Dashboard Indicators in Red for all schools and student groups; 3.1 Instances where facilities do not meet the "good repair" standard; 3.8 Suspension rate; 3.9 Expulsion rate; 3.10 Access to Physical Health services

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** English Learner support **Need:** English Learners are performing in the red on the CA School Dashboard in both ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)	Providing additional support for ELs will help students work toward reclassification as Fluent English Proficient as well as improved academic outcomes and college/career readiness.	2.1 ELPAC Progress; 2.2 Reclassification rate; 2.9 CA Dashboard Indicators in Red for all schools and student groups

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

N/A

Additional Concentration Grant Funding

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

Because the district has a high concentration of unduplicated students, the district continues to provide additional support staff at all school sites to provide direct services to students. Although the district is declining in enrollment, the staff-to-student ratios continue to remain steady. The district funds staff such as paraprofessionals, campus supervisors, community liaisons, intervention support staff, and many others out of additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

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	$144,019,947	54,234,952	37.658%	0.000%	37.658%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$68,579,886.00	$40,412,594.00	$0.00	$2,137,018.00	$111,129,498.00	$69,937,202.00	$41,192,296.00

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	High Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,195,686.00	$4,000.00	$14,537,203.00	$73,214.00		$1,589,269.00	$16,199,686.00	
1	1.2	High Quality Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,498,746.00	$10,403,892.00	$12,202,638.00	$700,000.00			$12,902,638.00	
1	1.3	College/Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,275,383.00	$687,498.00	$2,962,881.00				$2,962,881.00	
1	1.4	Graduation Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,525,995.00	$9,075,893.00	$204,133.00	$21,197,956.00		$199,799.00	$21,601,888.00	
1	1.5	High Quality Staff - LREBG	All	No			All Schools	Ongoing	$4,728,029.00	$0.00		$4,728,029.00			$4,728,029.00	
1	1.6	High Quality Instruction - LREBG	All	No			All Schools	2025 - 2027	$981,500.00	$376,502.00		$1,358,002.00			$1,358,002.00	
2	2.1	MTSS (Multi-Tiered System of Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,255,819.00	$795,826.00	$12,172,633.00	$2,879,012.00			$15,051,645.00	
2	2.2	Unduplicated student funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,833,378.00	$3,118,699.00	$6,952,077.00				$6,952,077.00	
2	2.3	English Learner support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$1,041,834.00	$4,000.00	$1,045,834.00				$1,045,834.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	**2.4**	Homeless Youth Support	Students with Disabilities Homeless Youth	No			All Schools	Ongoing	$173,056.00	$39,010.00	$212,066.00				$212,066.00	
2	**2.5**	Students with Disabilities support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$428,787.00	$0.00	$428,787.00				$428,787.00	
3	**3.1**	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,750,898.00	$1,785,616.00	$1,806,935.00	$2,729,579.00			$4,536,514.00	
3	**3.2**	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,684,672.00	$865,726.00	$1,914,641.00	$1,287,807.00		$347,950.00	$3,550,398.00	
3	**3.3**	School Health & Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,884,209.00	$12,362,002.00	$14,140,058.00	$3,106,153.00			$17,246,211.00	
3	**3.4**	School Connectedness - LREBG	All	No			All Schools	2025-2027	$0.00	$1,314,540.00		$1,314,540.00			$1,314,540.00	
4	**4.1**	Walter White Equity Multiplier support	All	No			Specific Schools: Walter White	2025-26	$484,279.00	$96,498.00		$580,777.00			$580,777.00	
4	**4.2**	Argus Equity Multiplier support	All	No			Specific Schools: Argus	2025-26	$131,884.00	$146,366.00		$278,250.00			$278,250.00	
4	**4.3**	Endeavor Equity Multiplier support	All	No			Specific Schools: Endeavor	2025-26	$63,047.00	$116,228.00		$179,275.00			$179,275.00	

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
$144,019,947	54,234,952	37.658%	0.000%	37.658%	$68,367,820.00	0.000%	47.471 %	**Total:**	$68,367,820.00
								LEA-wide Total:	$67,321,986.00
								Limited Total:	$1,045,834.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	High Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,537,203.00	
1	**1.2**	High Quality Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,202,638.00	
1	**1.3**	College/Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,962,881.00	
1	**1.4**	Graduation Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,133.00	
2	**2.1**	MTSS (Multi-Tiered System of Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,172,633.00	
2	**2.2**	Unduplicated student funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,952,077.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	English Learner support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,045,834.00	
2	2.5	Students with Disabilities support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$428,787.00	
3	3.1	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,806,935.00	
3	3.2	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,914,641.00	
3	3.3	School Health & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,140,058.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$101,602,564.00	$91,367,566.00

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**	High Quality Staff	Yes	$12,989,860.00	$13,066,664
1	**1.2**	High Quality Instruction	Yes	$12,638,072.00	$8,907,100
1	**1.3**	College/Career Readiness	Yes	$2,848,353.00	$2,778,861
1	**1.4**	Graduation Rate	Yes	$20,251,481.00	$20,258,186
2	**2.1**	MTSS (Multi-Tiered System of Support)	Yes	$15,803,136.00	$15,586,375
2	**2.2**	Unduplicated student funding	Yes	$7,078,080.00	$7,292,877
2	**2.3**	English Learner support	Yes	$1,040,726.00	$984,046
2	**2.4**	Homeless Youth Support	No	$201,446.00	$204,695
2	**2.5**	Students with Disabilities support	No		$269,127
3	**3.1**	School Connectedness	Yes	$4,245,486.00	$4,273,002
3	**3.2**	Family Engagement	Yes	$3,242,327.00	$3,173,794

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	School Health & Safety	Yes	$20,208,881.00	$13,590,308
4	**4.1**	Walter White Equity Multiplier support	No	$578,936.00	$531,264
4	**4.2**	Argus Equity Multiplier support	No	$255,784.00	$247,942
4	**4.3**	Endeavor Equity Multiplier support	No	$219,996.00	$203,325

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)
$54,015,139	$68,580,808.00	$58,145,619.00	$10,435,189.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High Quality Staff	Yes	$11,419,364.00	$11,496,168		
1	1.2	High Quality Instruction	Yes	$12,138,072.00	$8,407,100		
1	1.3	College/Career Readiness	Yes	$2,848,353.00	$2,778,861		
1	1.4	Graduation Rate	Yes	$196,048.00	$202,753		
2	2.1	MTSS (Multi-Tiered System of Support)	Yes	$13,032,670.00	$12,815,909		
2	2.2	Unduplicated student funding	Yes	$7,078,080.00	$7,292,877		
2	2.3	English Learner support	Yes	$1,040,726.00	$984,046		
3	3.1	School Connectedness	Yes	$1,733,052.00	$1,760,568		
3	3.2	Family Engagement	Yes	$1,915,343.00	$1,846,810		
3	3.3	School Health & Safety	Yes	$17,179,100.00	$10,560,527		

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)
$143,128,736	$54,015,139	0.00%	37.739%	$58,145,619.00	0.000%	40.625%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Attachment #2: 2.6 SEL Metrics and Local Climate Survey Qualitative Measures

SEL Competency - Student Results - Social Emotional and Behavioral Health Risk Screener

Ensure at least 80% of students score within the low risk range on a Social Emotional and Behavioral Health Screener or improve by 5% each year.

	May 2024 Elementary Students (4870 students)	May 2025 (5450 students)	May 2026	May 2027	Current Difference From Baseline	May 2024 Jr. High Students (1887 students)	May 2025 (1585 Students)	May 2026	May 2027	Current Difference From Baseline	May 2024 High School Students (2088 students)	May 2025 (2115 Students)	May 2026	May 2027	Current Difference From Baseline
Academic Behavior	70%	70%			no change	63%	62%			1% decrease	64%	69%			5% increase
Emotional Behavior	78%	80%			2% increase	81%	80%			1% decrease	82%	83%			1% increase
Social Behavior	73%	76%			3% increase	79%	79%			no change	84%	85%			1% increase

Baseline May 2024
Elementary Students includes grades 2-6 only
Elementary and Secondary % reflects students "Not At Risk"

SEL Competency - Staff Results

Goal for Staff: 5-10% increase per year

	Fall 2023 Staff Priorities*	Fall 2024	Fall 2025	Fall 2026	Current Difference From Baseline	Fall 2023 Staff Familiarity**	Fall 2024	Fall 2025	Fall 2026	Current Difference From Baseline	Fall 2023 Staff Confidence***	Fall 2024	Fall 2025	Fall 2026	Current Difference From Baseline
Self-awareness	72%	70%			-2%	54%	57%			+ 3%	41%	49%			+ 8%
Self-management	78%	75%			-3%	53%	58%			+ 5%	46%	51%			+ 5%
Social awareness	67%	66%			-1%	54%	56%			+ 1%	41%	48%			+ 7%
Relationship skills	74%	69%			-5%	54%	58%			+ 4%	47%	52%			+ 5%
Responsible decision-making	83%	83%			no change	57%	61%			+ 4%	51%	56%			+ 5%

Baseline Fall 2023
** % reflects answers of "large priority"*
*** % reflects answers of "extremely familiar" or "very familiar"*
**** % reflects answers of "extremely confident" or "very confident"*

Attachment #1: Metric 2.9 Red Indicators by Site/Group

Red Dashboard Indicators by Site/Group

		English Language Arts		Math		English Learner Progress		Chronic Absenteeism		Suspension Rate		Graduation Rate		College and Career Indicator	
Metric to Measure Progress		2.3, 2.4, 2.5, 2.9		2.3, 2.4, 2.5, 2.9		2.1, 2.2, 2.9		2.9, 3.4		2.9, 3.8		1.14, 2.9		1.7, 2.9	
Action(s) to Address Need		2.1		2.1		2.3		3.1		3.3		1.4		1.3	
		Points Below Standard		Points Below Standard		% Making Progress		% of students absent 10% or more days		% Suspended at least one day		% of students who receive a standard High School Diploma		% of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Ceres Unified		EL 70.4 HOM 90.0 SWD 120.1	HOM 95.2	AA 134.3 EL 97.9 HOM 126.8	EL 99.1 LTEL 172.0 FOS 175.5			FOS 33.3		AA 9.4					EL 8.8% LTEL 9.1% SWD 5.0%
Elementary	**Adkison**														
	Carroll Fowler	EL 75 SED 73.2 WH 75.1			WH 102.3										
	Caswell	**All 75.5** EL 73 HIS 75.5 SED 76.7	**All 73.0** EL 80.8 HIS 75.8 SED 80.0			EL 32.7%									
	Don Pedro	**All - 81.1** EL 78.6 HIS 81.7 SED 83.5 SWD 172.4	EL 89.0 HIS 80.5	SWD 170.9			EL 33.7%	SWD 27.4%	HOM 29.8%						
	Hidahl							WH 23.3%	SWD 20.3%		**ALL 3.2%** EL 3.7% SWD 6.3% WH 7.3%				
	La Rosa														
	Lucas														
	Patricia K Beaver	SWD 108.9	SWD 111.3	SWD 136.6	SWD 140.0		EL 38%								
	Sam Vaughn	SWD 127.8		SWD 132.5				SWD 22.1%							
	Sinclear	SWD 126.3					EL 33.5%			SED 3.3%					
	Virginia Parks	SWD 131.9	SWD 148.4		SWD 158.6			HOM 60%	AS 26.9% EL 21.7% SWD 26.9%	HOM 6.3% WH 6.3%	SWD 13.9% WH 7.0%				
	Walter White	**All 80.4** HIS 86.9 SED 81.7	**All 96.4** HIS 108.5 EL 109.0 SED 98.2	**All 97.6** SED 98.6 HIS 101.1	**All 100.6** SED 104.2 EL 109.9 HIS 112.8		EL 29.2%	HOM 49.2% WH 38.8%	EL 21.6% SWD 34.1%						
	Westport		EL 73.1	EL 101.2 SED 97.1		EL 34.2%		**All 28.7%** EL 27.6% HIS 27.1% HOM 31% SED 30.3% SWD 36.8% WH 44.2%							

Attachment #1: Metric 2.9 Red Indicators by Site/Group

Red Dashboard Indicators by Site/Group

Metric to Measure Progress		2.3, 2.4, 2.5, 2.9		2.3, 2.4, 2.5, 2.9		2.1, 2.2, 2.9		2.9, 3.4		2.9, 3.8		1.14, 2.9		1.7, 2.9	
Action(s) to Address Need		2.1		2.1		2.3		3.1		3.3		1.4		1.3	
		English Language Arts Points Below Standard		**Math** Points Below Standard		**English Learner Progress** % Making Progress		**Chronic Absenteeism** % of students absent 10% or more days		**Suspension Rate** % Suspended at least one day		**Graduation Rate** % of students who receive a standard High School Diploma		**College and Career Indicator** % of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
		English Language Arts Points Below Standard		**Math** Points Below Standard		**English Learner Progress** % Making Progress		**Chronic Absenteeism** % of students absent 10% or more days		**Suspension Rate** % Suspended at least one day		**Graduation Rate** % of students who receive a standard High School Diploma		**College and Career Indicator** % of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Secondary	**Blaker-Kinser JH**	SWD 133	EL 71.5 LTEL 112.0 SWD 135.7	SWD 192.4	EL 138.6 LTEL 176.9 HOM 175.5 SWD 201.2				SWD 29.6% WH 34.0%						
	Cesar Chavez JH	EL 104.1 SWD 135.8	SWD 147.6	EL 144.8 SWD 150.8	**ALL 109.5** LTEL 166.3 HIS 116.8 SWD 163.9 SED 114.5				WH 28.6%						
	Mae Hensley JH	**All 71.5** EL 90.0 HIS 73.6 SED 75.4 SWD 177.8		EL 133.6 HIS 106.8 SWD 204.4	**ALL 100.6** EL 131.5 LTEL 164.8 HIS 104.2 SED 105.0 SWD 210.8				HOM 43.8% WH 31.9%		HOM 14.0%				
	Central Valley HS	EL 108.9 SWD 152.3		**All 116.0** EL 193.0 HIS 120.3 SED 122.4 WH 133.3		EL 39.7%				SWD 16.6%					SWD 8.7%
	Ceres HS	EL 117.7			HIS 117.6 LTEL 196.6 SED 117.6 SWD 186.6					AA 16.2% HOM 13.8%		SWD 58.3%	SWD 67.6%		
	Argus HS	**All 232.7** HIS 225.1 SED 237.9	HIS 222.5	**All 294.6** HIS 299.1 SED 296.2		EL 17.1%				**All 6.6%** SED 6.5%		**All 63.6%** EL 67.7% HIS 64.6% SED 62.6%	**All 66.7%** EL 55.6% LTEL 56.8% HIS 67.6% SED 66.4%	Very Low **All 1.7%** EL 0% HIS 1% SED 1.8%	**All 0.0%** EL 0% HIS 0% SED 0%
	Endeavor HS		**ALL 63.7**		**ALL 200.1**									Very Low **All 4.1%** HIS 3.4% SED 4.5%	**ALL 3.4%** HIS 4.1% SED 3.9%

Key
All - All Students
AA - African American
AS - Asian
EL - English Learners
LTEL - Long Term English Learner
FOS - Foster Youth
HIS - Hispanic
HOM - Homeless
SED - Socioeconomically Disadvantaged
SWD - Students With Disabilities
WH - White

Attachment #1: Metric 2.9 Red Indicators by Site/Group

Red Dashboard Indicators by Site/Group

		English Language Arts		Math		English Learner Progress		Chronic Absenteeism		Suspension Rate		Graduation Rate		College and Career Indicator	
Metric to Measure Progress		2.3, 2.4, 2.5, 2.9		2.3, 2.4, 2.5, 2.9		2.1, 2.2, 2.9		2.9, 3.4		2.9, 3.8		1.14, 2.9		1.7, 2.9	
Action(s) to Address Need		2.1		2.1		2.3		3.1		3.3		1.4		1.3	
		Points Below Standard		Points Below Standard		% Making Progress		% of students absent 10% or more days		% Suspended at least one day		% of students who receive a standard High School Diploma		% of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Ceres Unified		EL 70.4 HOM 90.0 SWD 120.1	HOM 95.2	AA 134.3 EL 97.9 HOM 126.8	EL 99.1 LTEL 172.0 FOS 175.5			FOS 33.3		AA 9.4					EL 8.8% LTEL 9.1% SWD 5.0%
Elementary	**Adkison**														
	Carroll Fowler	EL 75 SED 73.2 WH 75.1			WH 102.3										
	Caswell	**All 75.5** EL 73 HIS 75.5 SED 76.7	**All 73.0** EL 80.8 HIS 75.8 SED 80.0			EL 32.7%									
	Don Pedro	**All - 81.1** EL 78.6 HIS 81.7 SED 83.5 SWD 172.4	EL 89.0 HIS 80.5	SWD 170.9			EL 33.7%	SWD 27.4%	HOM 29.8%						
	Hidahl							WH 23.3%	SWD 20.3%		**ALL 3.2%** EL 3.7% SWD 6.3% WH 7.3%				
	La Rosa														
	Lucas														
	Patricia K Beaver	SWD 108.9	SWD 111.3	SWD 136.6	SWD 140.0		EL 38%								
	Sam Vaughn	SWD 127.8		SWD 132.5				SWD 22.1%							
	Sinclear	SWD 126.3					EL 33.5%			SED 3.3%					
	Virginia Parks	SWD 131.9	SWD 148.4		SWD 158.6			HOM 60%	AS 26.9% EL 21.7% SWD 26.9%	HOM 6.3% WH 6.3%	SWD 13.9% WH 7.0%				
	Walter White	**All 80.4** HIS 86.9 SED 81.7	**All 96.4** HIS 108.5 EL 109.0 SED 98.2	**All 97.6** SED 98.6 HIS 101.1	**All 100.6** SED 104.2 EL 109.9 HIS 112.8		EL 29.2%	HOM 49.2% WH 38.8%	EL 21.6% SWD 34.1%						
	Westport		EL 73.1	EL 101.2 SED 97.1		EL 34.2%		**All 28.7%** EL 27.6% HIS 27.1% HOM 31% SED 30.3% SWD 36.8% WH 44.2%							

Attachment #1: Metric 2.9 Red Indicators by Site/Group

Red Dashboard Indicators by Site/Group

Metric to Measure Progress		2.3, 2.4, 2.5, 2.9		2.3, 2.4, 2.5, 2.9		2.1, 2.2, 2.9		2.9, 3.4		2.9, 3.8		1.14, 2.9		1.7, 2.9	
Action(s) to Address Need		2.1		2.1		2.3		3.1		3.3		1.4		1.3	
		English Language Arts Points Below Standard		**Math** Points Below Standard		**English Learner Progress** % Making Progress		**Chronic Absenteeism** % of students absent 10% or more days		**Suspension Rate** % Suspended at least one day		**Graduation Rate** % of students who receive a standard High School Diploma		**College and Career Indicator** % of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
		English Language Arts Points Below Standard		**Math** Points Below Standard		**English Learner Progress** % Making Progress		**Chronic Absenteeism** % of students absent 10% or more days		**Suspension Rate** % Suspended at least one day		**Graduation Rate** % of students who receive a standard High School Diploma		**College and Career Indicator** % of High School Students "Prepared"	
		2023	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**	**2023**	**2024**
Secondary	**Blaker-Kinser JH**	SWD 133	EL 71.5 LTEL 112.0 SWD 135.7	SWD 192.4	EL 138.6 LTEL 176.9 HOM 175.5 SWD 201.2				SWD 29.6% WH 34.0%						
	Cesar Chavez JH	EL 104.1 SWD 135.8	SWD 147.6	EL 144.8 SWD 150.8	**ALL 109.5** LTEL 166.3 HIS 116.8 SWD 163.9 SED 114.5				WH 28.6%						
	Mae Hensley JH	**All 71.5** EL 90.0 HIS 73.6 SED 75.4 SWD 177.8		EL 133.6 HIS 106.8 SWD 204.4	**ALL 100.6** EL 131.5 LTEL 164.8 HIS 104.2 SED 105.0 SWD 210.8				HOM 43.8% WH 31.9%		HOM 14.0%				
	Central Valley HS	EL 108.9 SWD 152.3		**All 116.0** EL 193.0 HIS 120.3 SED 122.4 WH 133.3		EL 39.7%				SWD 16.6%					SWD 8.7%
	Ceres HS	EL 117.7			HIS 117.6 LTEL 196.6 SED 117.6 SWD 186.6					AA 16.2% HOM 13.8%		SWD 58.3%	SWD 67.6%		
	Argus HS	**All 232.7** HIS 225.1 SED 237.9	HIS 222.5	**All 294.6** HIS 299.1 SED 296.2		EL 17.1%				**All 6.6%** SED 6.5%		**All 63.6%** EL 67.7% HIS 64.6% SED 62.6%	**All 66.7%** EL 55.6% LTEL 56.8% HIS 67.6% SED 66.4%	Very Low **All 1.7%** EL 0% HIS 1% SED 1.8%	**All 0.0%** EL 0% HIS 0% SED 0%
	Endeavor HS		**ALL 63.7**		**ALL 200.1**									Very Low **All 4.1%** HIS 3.4% SED 4.5%	**ALL 3.4%** HIS 4.1% SED 3.9%

Key
All - All Students
AA - African American
AS - Asian
EL - English Learners
LTEL - Long Term English Learner
FOS - Foster Youth
HIS - Hispanic
HOM - Homeless
SED - Socioeconomically Disadvantaged
SWD - Students With Disabilities
WH - White