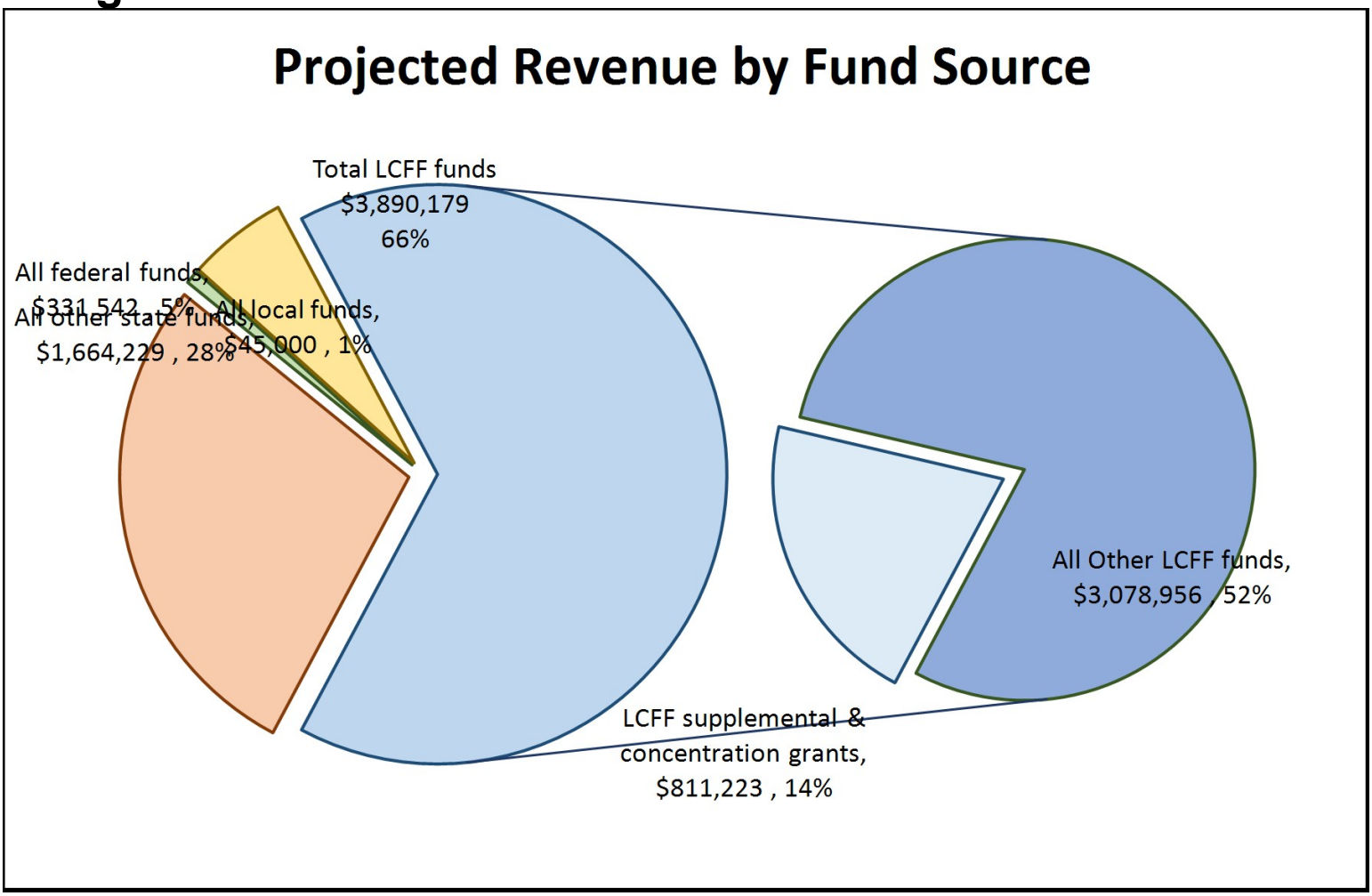
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kepler Neighborhood School
CDS Code: 10 10108 0127514
School Year: 2025-26
LEA contact information:
Rickie Dhillon
Superintendent

559.495.0849

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

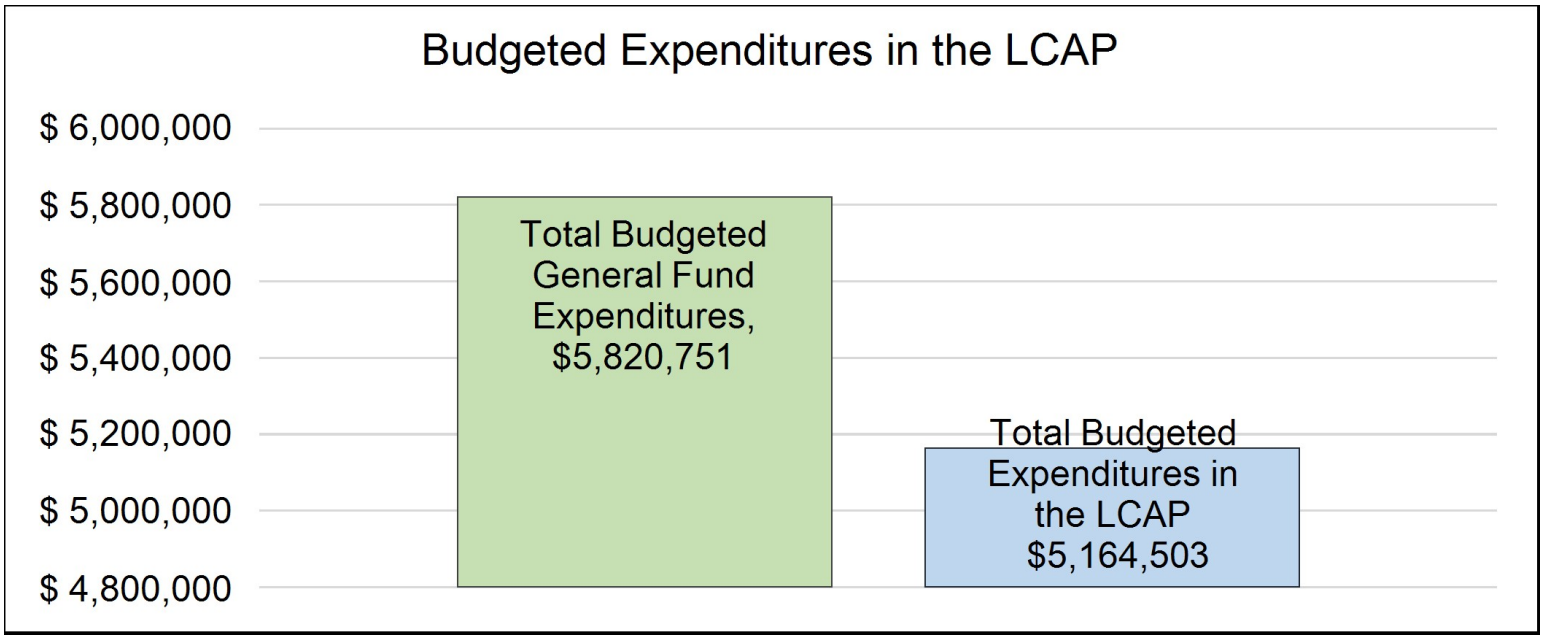


This chart shows the total general purpose revenue Kepler Neighborhood School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kepler Neighborhood School is $5,930,950, of which $3890179 is Local Control Funding Formula (LCFF), $1664229 is other state funds, $45,000 is local funds, and $331,542 is federal funds. Of the $3890179 in LCFF Funds, $811223 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 Kepler Neighborhood School 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: Kepler Neighborhood School plans to spend $5820751 for the 2025-26 school year. Of that amount, $5164503.10 is tied to actions/services in the LCAP and $656,247.9,000,000,004 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

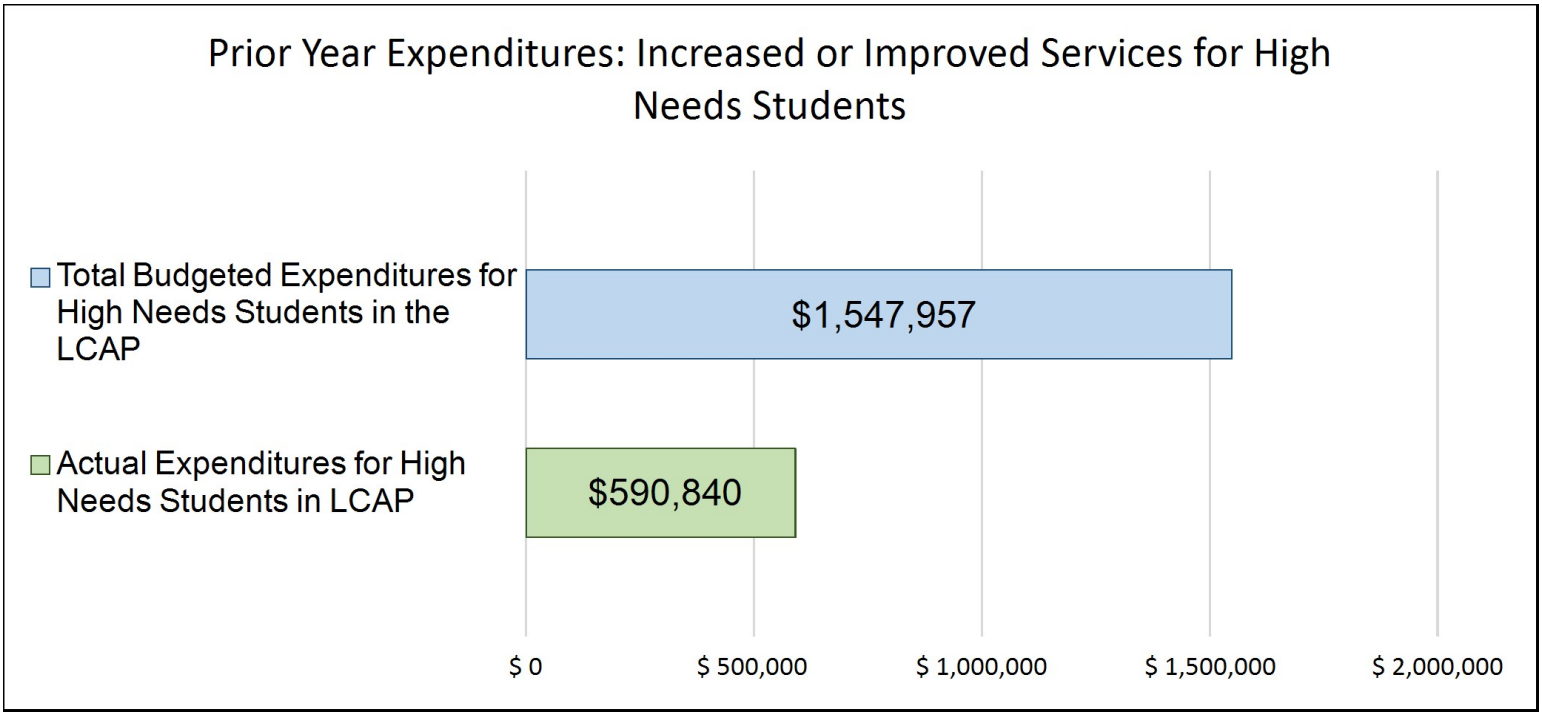
Expenditures not reflected in the LCAP include, but are not limited to: operating expenses include legal fees, consulting and oversight services, insurance, and building improvement costs.

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

In 2025-26, Kepler Neighborhood School is projecting it will receive $811223 based on the enrollment of foster youth, English learner, and low-income students. Kepler Neighborhood School must describe how it intends to increase or improve services for high needs students in the LCAP. Kepler Neighborhood School plans to spend $1,547,957 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 Kepler Neighborhood School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kepler Neighborhood School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Kepler Neighborhood School's LCAP budgeted $1,547,957 for planned actions to increase or improve services for high needs students. Kepler Neighborhood School actually spent $590,840 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $957,117 had the following impact on Kepler Neighborhood School’s ability to increase or improve services for high needs students:

The actions and services were implemented and will continue through the three years of the LCAP

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
Kepler Neighborhood School	Rickie Dhillon Superintendent	r.dhillon@keplerschool.org 559.495.0849

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.

Kepler Education, Inc., a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Kepler Neighborhood School, which is currently authorized by the Fresno County Board of Education. Kepler currently serves 369 students in grades TK-8 who benefit from small class sizes, an inclusive community, a diverse school population, and a focus on individualized learning. Parents choose Kepler for a more personal educational experience for their children. Kepler is committed to being transparent and remaining accountable to its educational partners. There are some metrics which do not apply to Kepler because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Kepler is committed to providing a high-quality, rigorous educational program which prepares students in both character and academic education. Kepler provides a personalized learning environment with small class sizes which fosters a strong relationship between teachers and students. Kepler is committed to utilizing restorative justice techniques including morning meetings to build community and character. Kepler is committed to service learning to educate students about their impact within the community. Kepler is committed to providing interventions and enrichment opportunities to ensure that every student achieves their fullest potential. Kepler is committed to utilizing a personalized approach to bring every student to grade level or higher.

Kepler believes that all students can achieve their fullest potential with consistent, targeted support and a strong school community working together with families. Kepler is in a strong position to continue meeting our goals as we prepare Kepler students for success. Kepler is focused on preparing grade TK-8 students in both character and academics by providing a high-quality, rigorous educational program. Kepler provides a personalized learning environment in downtown Fresno, California, for students who reside throughout Fresno County.

Kepler is filling a community need and meeting the interests of the community. Kepler has small class sizes with an average student to teacher ratio of 22:1. Kepler has longer school days for all students in TK-8. Kepler provides interventions to all students who are academically low performing during the school day through a daily Universal Access ("UA") period. Kepler hosts After School Tutoring with a tutoring program. Kepler provides deeper extension opportunities to all students who are academically high performing 30 minutes once per week in grades 2-8. Kepler has instituted PBIS framework and restorative justice practices to create a safe setting where students are able to learn, and teachers are able to teach; these practices are highlighted for students during the daily morning meeting in grades TK-5 and in Advisory in grades 6-8. Kepler provides technology with a student to device ratio of 1:1. Kepler incorporates enrichment opportunities during the school day through broad access to courses. Kepler rounds out the Charter School experience by offering sports to interested players. These strategies fill a community need and meet the interest for the community.

The Charter School is a diverse, 21st Century School. As of the 2023-24 school year based on the California School Dashboard ("Dashboard"), Kepler's enrollment of 307 by student group was as follows: 72.3% socioeconomically disadvantaged ("SED") or low income ("LI") students, 4.2% English Learners ("ELs"), XX% Reclassified Fluent English Proficient ("RFEP") students, 11.4% students with disabilities ("SWD"), 0.7% foster youth ("FY"), 3.6% homeless students. As of the 2023-24 school year, enrollment by race and ethnicity at Kepler was 11.4% Black or African American, 63.8% Hispanic/Latinx, 3.6% two or more races, 16% white, 3.3% Asian, and 1.3% Native American. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, only SED students are a significant subgroup; however, Kepler addresses specific actions and services for ELs and FY students to provide equal access to a high-quality program. Kepler's significant subgroups are SED students, SWD, African American/Black students, Hispanic/Latinx students, and White Students.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Kepler which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three broad goals and one Equity Multiplier Focus Goal: GOAL 1: Broad Goal - Kepler Neighborhood School will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups. GOAL 2: Broad Goal - Kepler Neighborhood School will support the social emotional well-being of the students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and service-learning opportunities. GOAL 3: Broad Goal - Kepler parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education. GOAL 4: Equity Multiplier Focus Goal - Within three years African American/Black students and Students with Disabilities at Kepler will continue to demonstrate growth toward meeting or exceeding standards in ELA and Math and will decrease chronic absenteeism rate.

Kepler was an Equity Multiplier School in 2023-24 and includes Goal 4 to address the Equity Multiplier funds.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address

those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Kepler based on student achievement data to include SBAC, ELPAC, and interim assessment data such as, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx, Black/African American, and socioeconomically disadvantaged students. The student data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2024 California State Dashboard ("Dashboard") only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Kepler is committed to developing a broad goal to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of significant subgroups of Hispanic/Latinx, African American/Black, White, SWD, and SED students because there has been a performance gap with these significant subgroups. The steps that will be taken to address these areas of achievement in the goals, actions, and services. Kepler will engage in progress monitoring and will build upon the growth of the students and continue to focus on achievement.

Increase ELA Performance overall and for numerically significant subgroups. The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium” - 31.4 points below standard, increased 4.3 points. The following subgroup was “Medium”: Hispanic/Latinx - 43.6 points below standard, increased 3.9 points. The following subgroup was "Low": Socioeconomically Disadvantaged-45.1 points below standard, maintained 0.7 points. The following subgroups did not have a performance color: African American/Black-60.4 points below standard, declined 14.3 points; English Learners - 36.1 points below standard, increased 38.5 points; Students with Disabilities-114.7 points below standard, declined 68.1 points; and White students- 40.8 points above standard, increased 11.7 points. Kepler will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx, African

American/Black, SWD, ELs, and SED students by using culturally responsive strategies to teach ELA and ensuring fidelity to the base program Engage New York (NY) to fully implement the high-quality curriculum.

The 2024 Dashboard indicates that the English Learner Progress Indicator has no performance color due to there being fewer than 11 English Learners. Data was not displayed for privacy.

Increase math performance overall and for numerically significant subgroups. The 2024 Dashboard indicates the following Math performance was Overall “Medium” - 61.2 points below standard, increased 21.1 points. The following subgroups were “Medium”: Hispanic/Latinx - 70.7 points below standard, increased 23.6 points and Socioeconomically Disadvantaged- 78.4 points below standard, increased 13.2 points. The following subgroups did not have a performance color: African American/Black-112.7 points below standard, declined 28.7 points; English Learners - 75.6 points below standard, increased 26.2 points; Students with Disabilities- 147.3 points below standard, declined 44.2 points; and White students- 17.7 points above standard, increased 30.8 points. Kepler will focus specifically on increasing the math performance for Hispanic/Latinx, African American/Black, ELs, SWD, and SED students by ensuring that they receive intervention during the school day, after-school tutoring, and ensuring that all teachers are using culturally responsive strategies to teach math.

Maintain Suspension Rate at less than 1%. The 2024 Dashboard indicates the following -Suspension Rate was Overall “Very High” - 9.6% of students were suspended at least one day, increased 4.1%. Students who are suspended multiple times are only counted once. The following subgroups were in “Very High”: Students with Disabilities - 13.5% of students were suspended at least one day, increased 6%; Hispanic/Latinx - 10.5% of students were suspended at least one day, increased 5.8%; Socioeconomically Disadvantaged- 8.6% of students were suspended at least one day, increased 2.4%); and White - 8.2% of students were suspended at least one day, increased 2.2%. The follow subgroup was "High": African American/Black - 7.7% of students were suspended at least one day, declined 2.1%. The following subgroups did not have a performance color: English Learners - 15.4% suspended at least one day, increased 7.1%; Homeless Youth - 13.3% suspended at least one day, increased 7.3%; and Two or More Races- 0% suspended at least one day, declined 6.9%. Kepler will focus specifically on decreasing the Suspension Rate for Hispanic/Latinx, African American/Black, White, Two or More Races, ELs, SWD, SED students, and Homeless. Kepler will focus specifically on reducing the suspension rate of students by incorporating Action 2.1 Cultivating a Positive School Climate to Boost Daily Attendance to support PBIS, incentivize positive behavior, host assemblies about bullying, social-emotional well-being, and other activities that encourage student engagement. The staff will work directly with students and families to reduce suspensions and utilize alternatives to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior. Incorporating Action 2.2 Social Emotional Learning to provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being for students. Kepler will provide professional development in social emotional learning, trauma-informed instruction, building relationships with students, de-escalating volatile feelings and emotions, building trust and rapport with students to ensure students develop the skills of self-regulation, and develop a healthy, socially, emotionally strong well-being. Incorporating Action 2.3 Athletic Director Mentorship and Sports support student by having a caring adult mentor/coach and provides them a constructive outlet for frustration and a focus on physical and mental health.

Decrease Chronic Absenteeism to 12% or lower. Increase Average Daily Attendance (ADA) rate to 95% or higher. The 2024 Dashboard indicates the following Chronic Absenteeism Rate was Overall “Medium” - 38.3% chronically absent, declined 3.8%). The following subgroups were “Very High”: African American/Black - 40.5% chronically absent, increased 15% and Students with Disabilities - 41.7% chronically absent, increased 5.1%. The following subgroups were "High": Socioeconomically Disadvantaged- 43.2% chronically absent, declined 2.6% and White - 22.9% chronically absent, declined 12.7%. The following subgroup was "Medium": Hispanic/Latinx - 40.6%

chronically absent, declined 7.4%. The following subgroups did not have a performance color: English Learner - 23.1% chronically absent, declined 8.7%; Homeless Youth-46.2% chronically absent, declined 8%; and Two or More Races - 8.3% chronically absent, declined 22.4%. Kepler will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx, African American/Black, White, Two or More Races, SWD, ELs, SED students, and Homeless. Kepler will implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Kepler Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Kepler remains eligible for Additional Targeted Support and Improvement ("ATSI") based on the data from the 2022, 2023, and 2024 CA Dashboards for African American/Black students and Students with Disabilities. Though both subgroups had no performance level for ELA and Math, and a "High" performance level for Chronic Absenteeism on the CA Dashboard 2023, Kepler was not exited from ATSI because the n-size criteria of more than or equal to 30 students was not met in 2024. This means that 30 or more African American/Black students or 30 or more Students with Disabilities did not make at least one performance level of improvement within those subgroups at Kepler. On the 2024 CA Dashboard, the African American/Black students and Students with Disabilities had a "Very High" chronic absenteeism rate. African American/Black students had a "High" suspension rate and Students with Disabilities had a "Very High" suspension rate.

Kepler is under General Assistance for the 2023-24 for Charter Schools. SWD are now "Very High" for chronic absenteeism for Priority 5 Pupil Engagement and "Very High" for suspension rate for Priority 6 School Climate.

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.

Kepler is not eligible for Comprehensive Support and Improvement ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Support for Identified Schools

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

Kepler is not eligible for Comprehensive Support and Improvement ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Kepler is not eligible for Comprehensive Support and Improvement ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

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
Teachers, principals, administrators and other school personnel	The LEA engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel at a staff meeting on 3/5/25. Additionally, the School Climate Survey that was available for completion from 3/5/25-3/12/25.
Parents/Guardians	The LEA engaged in collecting feedback on the goals and actions with parents/guardians through the School Climate Survey that was available for completion from 3/5/25-3/12/25.
Students	The LEA engaged in collecting feedback on the goals and actions with parents/guardians of students through the School Climate Survey that was available for completion from 3/5/25-3/12/25.
Parents/Guardians and Students who are Socioeconomically Disadvantaged (Educational Partners who generated Equity Multiplier Funds)	The development of the focus goal was developed through surveys, Parent Advisory Council, and parent meetings to include discussion of needs for socioeconomically disadvantaged students.
Local Bargaining Units (Certificated and Classified)	Kepler does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). The Superintendent responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the English Learner Advisory Committee in accordance with Education Code Section 52062(a)(1). The Superintendent responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Superintendent responded to all comments in writing.

Educational Partner(s)	Process for Engagement
SELPA	Kepler consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 5/8/25
Public Comment	The LEA posted a public comment period from 5/8/25 to 5/22/25 to notify members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	On 5/21/25, Kepler held a public hearing on the LCAP in accordance with Education Code section 52062(b)(1).
Budget Adoption and Local Indicator Report to Board of Directors	On 6/18/25, the progress on Local Indicators was presented and reviewed by the Board. The LCFF Budget Overview for Parents and LCAP was approved at the same meeting as the Kepler 2025-26 Budget was approved by the Board in accordance with Education Code section 52062(b)(2).

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

The development of the 2025–26 LCAP was directly shaped by comprehensive feedback from educational partners, including students, families, and staff. Stakeholder engagement occurred through surveys, meetings, and listening sessions, ensuring that diverse voices influenced district priorities and actions.

Key themes from the feedback included a strong desire for improved play yard facilities and enhanced social-emotional learning (SEL) support. Students and parents consistently expressed the need for upgraded playground equipment and more structured, engaging outdoor activities, highlighting the importance of a safe and stimulating environment for physical activity and social interaction. In response, the LCAP includes targeted actions to improve playard infrastructure and provide additional resources for recess and outdoor play, directly reflecting these community priorities.

Additionally, staff and teachers emphasized the ongoing need for robust SEL supports to address student well-being and classroom climate. Building on this input, the LCAP incorporates the next stage of SEL implementation, offering expanded professional development and resources to help teachers integrate SEL practices into daily instruction. This includes continued investment in evidence-based SEL programs and the provision of dedicated time for staff collaboration and support.

Overall, the 2025–26 LCAP demonstrates a clear alignment between stakeholder feedback and district actions, prioritizing both physical environment enhancements and the deepening of SEL supports to foster a safe, inclusive, and engaging school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Kepler Neighborhood School will improve student achievement in English Language Arts, Mathematics, and Science for all students and significant subgroups.	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)

An explanation of why the LEA has developed this goal.

Kepler is committed to high student academic achievement for all students and significant subgroups based on SBAC, CAST and Benchmark scores. Kepler has reviewed ELA, Math, Science data and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium." The following subgroup was “Medium”: Hispanic/Latinx students. The following subgroup was "Low": Socioeconomically Disadvantaged students. The following subgroups did not have a performance color: African American/Black students, English Learners, Students with Disabilities, and White students. The 2024 Dashboard indicates the following Math performance was Overall “Medium.” The following subgroups were “Medium”: Hispanic/Latinx students and Socioeconomically Disadvantaged students. The following subgroups did not have a performance color: African American/Black students, English Learners, Students with Disabilities, and White students.

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 assigned and fully credentialed teachers	27% Clear 6.1% Intern 63.3% Ineffective 3.5% Incomplete Data Year: 2021-22 Data Source: DataQuest	42% Clear 0% Intern 5.9% Ineffective 52.2% Incomplete Data Year: 2022-23 Data Source: DataQuest		80% Clear 20% Intern 2024-25 CA Dashboard 2026	Increase of 15% Clear Decline of 6.1% Intern Decrease of 57.4% Incomplete

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% 2023-24 Textbook Inventory	100% 2024-25 Textbook Inventory		100% 2026-27 Textbook Inventory	Met Target
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation 2022-23 CA Dashboard 2023	Full Implementation 2023-24 CA Dashboard 2024		Full Implementation 2025-26 CA Dashboard 2026	Met Target
1.4	SBAC ELA DFS	SBAC ELA OUTCOMES 2023 DFS Overall -35.8 Hispanic -47.5 SED -45.8 Data Year: Spring 2023 Data Source: CAASPP	SBAC ELA OUTCOMES 2024 DFS Overall -31.4 Hispanic -43.6 SED -45.1 Data Year: Spring 2024 Data Source: CAASPP		SBAC ELA OUTCOMES 2026 DFS Overall 9.2 Hispanic 0 SED 0 Data Year: Spring 2026 Data Source: CAASPP	SBAC ELA OUTCOMES Overall – Increased 4.4 points Hispanic- Increased 3.9 points SED-Increased 0.7 points
1.5	SBAC Math DFS	SBAC Math OUTCOMES 2023 DFS Overall -82.3 Hispanic -94.3 SED -91.6	SBAC Math OUTCOMES 2024 DFS Overall -61.2 Hispanic -70.7 SED -78.4		SBAC Math OUTCOMES 2026 DFS Overall -37.3 Hispanic -49.3 SED -46.6	SBAC Math OUTCOMES Overall – Increased 21.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: Spring 2023 Data Source: CAASPP	Data Year: Spring 2024 Data Source: CAASPP		Data Year: Spring 2026 Data Source: CAASPP	Hispanic- Increased 23.6 points SED-Increased 13.2 points
1.6	CAST Science Percentage Meets/Exceeds	CAST Science OUTCOMES 2023 Percent Meet/Exceed Overall 15.49% Hispanic 8.69% SED 10.16% Data Year: Spring 2023 Data Source: CAASPP	CAST Science OUTCOMES 2024 Percent Meet/Exceed Overall 28.57% Hispanic 26.47% SED 28.95% Data Year: Spring 2024 Data Source: CAASPP		CAST Science OUTCOMES 2026 Percent Meet/Exceed Overall 30.49% Hispanic 23.69% SED 25.16% Data Year: Spring 2026 Data Source: CAASPP	CAST Science OUTCOMES Overall-increased 13.08% Hispanic – increased 17.78% SED - increased 18.79%
1.7	MAP ELA RIT Scores	NWEA MAP Spring 2024 Reading Fall 2023 Spring 2024 TK 135 147 K 138 148 1 151 168 2 165 175 3 183 196 4 184 195 5 199 202 6 201 208 7 206 211	NWEA MAP Winter 2024 Reading Fall 2024 Winter 2024 TK N/A 135 K 136 143 1 153 162 2 168 175 3 176 185 4 196 201 5 198 204 6 204 212		Equal to MAP ELA RIT Norm	TK Declined 12 K Declined 5 1 Declined 6 2 Maintained 3 Declined 11 4 Increased 6 5 Increased 2 6 Increased 4 7 Declined 1 8 Declined 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 211 221	7 209 210 8 211 217			
1.8	MAP Math RIT Scores	NWEA MAP Spring 2024 Math Fall 23 Spring 24 TK 140 153 K 140 153 1 157 177 2 171 184 3 182 202 4 186 203 5 197 206 6 201 212 7 208 218 8 212 225	NWEA MAP Winter 2024 Math Fall 2024 Winter 2024 TK N/A 140 K 143 152 1 158 167 2 175 182 3 179 189 4 197 202 5 201 208 6 205 213 7 210 213 8 216 220		Equal to MAP Math RIT Norm	TK Declined 13 K Declined 1 1 Declined 10 2 Declined 2 3 Declined 13 4 Declined 1 5 Increased 2 6 Increased 1 7 Declined 5 8 Declined 5
1.9	IXL ELA	2024 Spring Local Formative Assessment - IXL ELA Grade/SUM of ELA skills/ proficient/ % of Proficiency K 18 2 11% 1 333 155 47% 2 123 61 50% 3 332 121 36% 4 1147 605 53% 5 154 86 56% 6 471 287 61% 7 450 211 47% 8 388 222 57%	2025 Spring Local Formative Assessment - IXL ELA Grade/SUM of ELA skills/ proficient/ % of Proficiency K 22 5 23% 1 106 57 54% 2 1077 811 75% 3 675 374 55% 4 1147 670 57% 5 334 167 50% 6 1853 1145 62% 7 1082 769 71% 8 1648 1113 68%		2027 Spring Local Formative Assessment - IXL ELA Grade/SUM of ELA skills/ proficient/ % of Proficiency % of Proficiency 65% Grand Total	K Increased 12% 1 Increased 7% 2 Increased 25% 3 Increased 19% 4 Increased 4% 5 Declined 6% 6 Increased 1% 7 Increased 24% 8 Increased 11% Grand Total Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grand Total 3,416 1,750 51%	Grand Total 7,971 5,111 64%			
1.10	IXL Math	2024 Spring Local Formative Assessment - IXL Math Grade/SUM of Math skills/ proficient/ % of Proficiency K 9 2 17% 1 405 140 35% 2 146 57 39% 3 1280 712 56% 4 1035 546 53% 5 645 379 59% 6 668 384 57% 7 1803 769 43% 8 938 430 46% Grand Total 6,929 3,419 49%	2025 Spring Local Formative Assessment - IXL Math Grade/SUM of Math skills/ proficient/ % of Proficiency K 46 8 17% 1 194 97 50% 2 757 490 65% 3 449 251 56% 4 1845 1446 78% 5 1232 642 52% 6 2877 1966 68% 7 3530 2183 62% 8 2859 1737 61% Grand Total 13,789 8,820 64%		2027 Spring Local Formative Assessment - IXL Math Grade/SUM of Math skills/ proficient/ % of Proficiency % of Proficiency 65% Grand Total	K Maintained 1 Increased 15% 2 Increased 26% 3 Maintained 4 Increased 25% 5 Declined 7% 6 Increased 11% 7 Increased 19% 8 Increased 15% Grand Total Increased 15%
1.11	EL students making progress toward English Proficiency	ELPI =State 61.1% Making Progress 2023 CA Dashboard 2023 (State – 48.7%)	ELPI =State No Performance Color - Too Few 2024 CA Dashboard 2024 (State – 45.7%)		ELPI=State 50% or higher Making Progress 2026 CA Dashboard 2026	Unable to Determine because there are too few students.
1.12	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23	Data release delayed by the CDE		12% Data Year: 2025-26	Unable to Determine because the CDE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dataquest	Data Year: 2023-24 Data Source: Dataquest		Data Source: Dataquest	has not released data

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned. The action to maximize learning through extended engagement was partially implemented, and the focus was to improve academic achievement in the classroom. Professional Development was implemented because most of the trainings occurred, and there is still time over the next two years. Kepler was appropriately staffed, and the action was implemented. Intervention and supplemental materials were implemented and demonstrated growth in ELA and Math and strategies for the few ELs were implemented. The high-achiever program was not implemented since the focus was on remediation, and a lot of STEAM activities were included in the after-school program. Project based learning and expositions was implemented and hosted two Expositions witnessed by parents and community members.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:
Action 1 (Kepler's Instructional Continuum): Actual expenditure $274,073.80; Budgeted Expenditure $659,758. This is a decrease of 58% of budgeted expenditure. This action was decreased because the cost to provide supplemental instruction was provided during the instructional day.
Action 3 (Appropriately Staff School): Actual expenditure: $2,179,125.91; Budget Expenditure $1,902,008.80. This is an increase of 14% of budgeted expenditure. This action was increased due to the cost of salaries and benefits.
Action 4 (Intervention and Supplemental Materials): Actual expenditure: $125,364.44; Budget Expenditure $350,000. This is a decrease of 64% of budgeted expenditure. This action was decreased due services occurring in the classroom through staff previously covered, the reduced cost of supplemental materials, and to the few numbers of ELs.
Action 5 (High-Achiever Program): Actual expenditure: $0.00; Budget Expenditure $70,000. This is a decrease of 100% of budgeted expenditure. This action was decreased because the focus during the instructional day was to improve academic achievement, and a lot of STEAM activities occurred during the after-school program.
Action 6 (Project Based Learning and Expositions): Actual expenditure: $635.78; Budget Expenditure $15,000. This is a decrease of 96% of budgeted expenditure. This action was decreased due to the reduced cost of hosting expositions.

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

The action to maximize learning through extended engagement was effective, and the focus was to improve academic achievement in the classroom. Professional Development was effective because most of the trainings occurred, and there is still time over the next two years. Kepler was appropriately staffed, and the action was effective. Intervention and supplemental materials were effective and demonstrated growth in ELA and Math and strategies for the few ELs were effective. The high-achiever program was not effective since the focus was on remediation, and a lot of STEAM activities were included in the after-school program. Project based learning and expositions was effective and hosted two Expositions witnessed by parents and community members.

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.

Goal 1 remains focused on Student Achievement. The actions and metrics will continue into 2025-26.

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	Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement	To support all learners and ensure mastery of essential skills, Kepler will implement an instructional continuum that extends beyond the regular classroom schedule. This continuum will provide supplemental instruction on a daily basis, offering additional opportunities for students to reinforce their understanding and receive targeted support. The supplemental instructional time will be carefully designed to complement and reinforce the core curriculum, allowing for a deeper exploration of concepts and skills. This extended engagement will be tailored to address the diverse needs of students, providing remediation for those who require additional support and enrichment for those seeking further challenges. Through this instructional continuum, Kepler aims to create a seamless learning experience that transcends the boundaries of the traditional school day. By offering supplemental instruction daily, the school ensures that no student is left behind and that every learner has the opportunity to reach their full potential.	$659,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics will include: -Universal Design for Learning ("UDL") -Balanced Literacy -Mathematical Mindset -STEM Strategies -Multi-Tier System of Supports ("MTSS") -Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students -Constructed Writing Response -Academic Vocabulary -Culturally Responsive Pedagogy -Scaffolding Instruction at Grade Level Standards -Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students -Project-Based Learning, Hands-On, and Real-World Instruction -Parents/Guardians as Partners Pilot and/or purchase core curriculum including STEM materials for grades K-8th grade. Ensure fidelity to the core curriculum to include ongoing professional development to teachers and administrators to ensure accountability to the use of the curriculum and the supplemental materials included in the curriculum. The principal will monitor the fidelity of curriculum implementation as evidenced by language objective, lesson plans, pacing guides, standards, master schedule, and walk-throughs. The principal will provide timely feedback and support to teaching staff, evaluate the teaching staff, and support the vision and mission of Kepler. The principal will monitor the instructional strategies and student engagement, transitions, instructional time, rigor, classroom management, teacher active interaction and engagement in student behavior, and Strategies for ELs. The principal will visit every classroom every week to ensure the access to high-quality instruction.	$228,199.30	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Appropriately Staff School	Kepler will implement a comprehensive staffing plan to ensure appropriate staffing across all departments. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Kepler will develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Kepler will develop strategies to retain talented staff, onboard new staff, and evaluate all staff for continual improvement.	$1,902,008.80	No
1.4	Intervention and Supplemental Materials	Kepler will provide intervention that will work in small groups and individually for identified students to increase academic skills in literacy, ELA, and math. The teachers will encourage the identified students to interact with the content standards through real-world experiences. Kepler will use explicit strategies using a balanced literacy approach to remediate students' skills. Kepler will implement a variety of supplemental, intervention, instructional materials for use during intervention and in the classroom focused on ELA/Literacy, Math, and STEM. The supplemental materials will provide additional opportunities to remediate academic skills of low achievers and accelerate academic skills of high achievers. Kepler will provide each English Learner with integrated ELD in core content areas. Kepler will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Kepler will provide meaningful, ongoing professional development to support instructional strategies for English Learners and other student groups	$350,000.00	Yes
1.5	High-Achiever Program	Kepler will develop, implement, and support a rigorous program for High Achieving Students to include STEM Activities, differentiating instruction up for critical thinking and depth of topics, student voice, Depth and Complexity icons, and competitions. Kepler will provide professional development to teachers, a Program Coordinator, multiple assessments, supplemental materials, extended learning opportunities, registration fees, and related costs to support High Achieving Students. Kepler will explore testing all grade 3 students for GATE.	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Project Based Learning and Expositions	Kepler will host at least two Expositions of Project-Based student work that will demonstrate critical thinking, presentation skills, and communication skills. Kepler will invite parents, guardians, and community members to witness the learning.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Kepler Neighborhood School will support the social emotional well-being of the students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and service-learning opportunities.	Broad Goal

State Priorities addressed by this goal.

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

Kepler Neighborhood School will support the social emotional well-being of the students and positive daily attendance. The School Attendance Rate is 92% which is lower than it was prior to the pandemic. The Chronic Absenteeism Rate is overall “Medium” on the 2024 CA Dashboard and declined by 3.8%. The Suspension Rate is overall “Very High” or 9.6% of students were suspended at least one day, increased 4.1%. The following subgroups were also in “Very High” Hispanic/Latinx students, Socioeconomically Disadvantaged students, and Students with Disabilities. The African American/Black subgroup was "High". The CAST scores for Science in grades 5 and 8 are lower than the State.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in Good Repair	Good 2022-23 FIT Report CA Dashboard 2023	Exemplary 2023-24 FIT Report CA Dashboard 2024		Good 2025-26 FIT Report CA Dashboard 2026	Increased one level. Exceeded target
2.2	Attendance Rate	92%	92.01%		95%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: P-2 Report	Data Year: 2024-25 Data Source: P-2 Report		Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	42.1% Overall 25.5% African American 48.1% Hispanic 35.6% White 45.8% SED 36.5% SWD 2022-23 CA Dashboard 2023	38.3% Overall 40.5%% African American 40.6% Hispanic 22.9% White 43.2% SED 41.7% SWD 2023-24 CA Dashboard 2024		20% Overall 15% African American 20% Hispanic 20% White 20% SED 20% SWD 2024-25 CA Dashboard 2026	Overall-Decreased 3.8% African American – Increased 15% Hispanic – Decreased 7.4% White – Decreased 12.7% SED – Decreased 2.6% SWD – Increased 5.1%
2.4	Middle School Dropout Rate	0% 2022-23 CALPADS Fall 1	0% 2023-24 CALPADS Fall 1		0% 2025-26 CALPADS Fall 1	Met Target
2.5	Suspension Rate	5.5% Overall 9.8% African American 4.6% Hispanic 6.3% SED 7.5% SWD 6% White 2022-23 CA Dashboard 2023	9.6% Overall 7.7% African American 10.5% Hispanic 8.6% SED 13.5% SWD 8.2% White 2023-24 CA Dashboard 2024		1% Overall 1% African American 1% Hispanic 1% SED 1% SWD 1% White 2025-26 CA Dashboard 2026	Overall –Increased 4.1% African American – Decreased 2.1% Hispanic - Increased 5.8% SED – Increased 2.4% SWD – Increased 13.5% White - Increased 2.2%
2.6	Expulsion Rate	0% Overall	0% Overall		0% Overall	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 DataQuest	2023-24 DataQuest		2026-27 DataQuest	
2.7	Broad Course of Study	Met 100% enrolled Data Year: 2023-24 Data Source: Local Data	Met 100% enrolled Data Year: 2024-25 Data Source: Local Data		Met 100% enrolled Data Year: 2026-27 Data Source: Local Data	Met Target
2.8	Student Sense of School Safety and School Connectedness	Student 91.4% feel safe inside their classroom. 86.4% feel safe on the playground. 85.2% feel safe in the cafeteria. 86.4% feel that Kepler teachers, staff members, or administrators make them feel cared about. 86.4% feel they have a teacher, staff member, or administrator that they can discuss problems they might be having at school or at home. Data Year: 2023-24 Data Source: Local Data	Student 85.5% feel safe inside their classroom. 71.8% feel safe on the playground. 87% feel safe in the cafeteria. 81.7% feel that Kepler teachers, staff members, or administrators make them feel cared about. 72.5% feel they have a teacher, staff member, or administrator that they can discuss problems they might be having at school or at home. Data Year: 2024-25		Student 90% of Students Feel Safe at School 90% of Students are Connected to School Data Year: 2026-27 Data Source: Local Data	Safe in classroom - declined 5.9% Safe on playground - declined 14.6% Safe in cafeteria- increased 1.8% Feel cared about - declined 4.7% Can discuss problems - declined 13.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data			

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned. The action to cultivate a positive school climate to boost daily attendance was implemented. The focus was to implement PBIS, build culture, reduce suspensions, and improve attendance. Social Emotional Learning was implemented to support healthy well-being for students through implementation of SEL curriculum. Athletic Director mentorship and sports was implemented because the students participated in many sport opportunities. Ensuring equitable access to educational resources and enrichment opportunities was implemented to provide enrichment activities, experiential experiences through field trips and community service, and school supplies.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:
Action 1 (Positive School Climate): Actual expenditure $92,579.42; Budgeted Expenditure $70,000.00. This is an increase of 32% of budgeted expenditure. This action was increased because students must feel safe and connected to the school to improve attendance and reduce suspensions.
Action 2 (Social Emotional Learning): Actual expenditure: $305,984.13; Budget Expenditure $210,000.00. This is an increase of 46% of budgeted expenditure. This action was increased due to the cost of salaries and benefits.
Action 3 (Athletic Director and Sports): Actual expenditure: $9,468.03; Budget Expenditure $50,000.00. This is a decrease of 81% of budgeted expenditure. This action was decreased because the salary was included in action 1.3 and this was the cost of sports.
Action 4 (Resources and Enrichment): Actual expenditure: $127,752.37; Budget Expenditure $50,000.00. This is an increase of 155% of budgeted expenditure. This action was increased because the focus during the instructional day was to improve academic achievement, and a lot of STEAM activities occurred during the after-school program.

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

The action to cultivate a positive school climate to boost daily attendance was effective. The focus was to implement PBIS, build culture, reduce suspensions, and improve attendance. Social Emotional Learning was effective to support healthy well-being for students through implementation of SEL curriculum. Athletic Director mentorship and sports was effective because the students participated in many sport

opportunities. Ensuring equitable access to educational resources and enrichment opportunities was effective to provide enrichment activities, experiential experiences through field trips and community service, and school supplies.

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.

Goal 2 remains focused on Student Engagement. Kepler added action 2.6 to address the needs to accelerate student learning from the LREBG funds. All other metrics and actions will continue.

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	Cultivating a Positive School Climate to Boost Daily Attendance	Kepler will support the Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Kepler will incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Kepler will host assemblies about bullying, social-emotional well-being, and other activities that encourage student engagement. The staff will work directly with students and families to reduce suspensions and utilize alternatives to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior. Kepler will implement the Attendance Policies with fidelity. The Attendance Clerk will call parents of absent students, set up meetings with administrators and families to address student chronic absenteeism to reduce barriers to attendance. This may include signing attendance contracts, daily or weekly incentives, bus passes, home visits, and assigning a mentor. Kepler will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$70,000.00	No
2.2	Social Emotional Learning	Kepler will provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being for students. Kepler will provide professional development in social emotional learning, trauma-informed instruction, building relationships with students, de-escalating volatile feelings and emotions, building trust and rapport with students to ensure	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students develop the skills of self-regulation, and develop a healthy, socially, emotionally strong well-being. Kepler will ensure implementation and fidelity to social emotional learning curriculum.		
2.3	Athletic Director Mentorship and Sports	Kepler will retain an Athletic Director who will organize sports, teams, and participation in leagues so students who would not otherwise participate in sports will have the opportunity to learn teamwork, work toward a common goal, and benefit from having a caring adult mentor/coach. Participation in sports and accountability to the coach teaches students about being a student first and an athlete second. Students will also have a constructive outlet for frustration and a focus on physical and mental health.	$50,000.00	Yes
2.4	Ensuring Equitable Access to Educational Resources and Enrichment Opportunities	Kepler will ensure enrichment activities and will provide elective teachers to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase attendance and school connectedness. Kepler will ensure experiential learning experiences through field trips, community service, and community outreach. Providing all students with access to necessary school supplies and enriching elective courses is crucial for fostering an inclusive and well-rounded educational experience. Kepler will ensure access to the school by providing bus vouchers, backpacks, and school uniforms and will provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. School supplies provided to students will ensure that students have access to supplies that will promote equity and inclusivity in the classroom.	$50,000.00	Yes
2.5	Accelerate Student Learning (LREBG)	To accelerate student learning recovery and address learning loss resulting from the COVID-19 pandemic, Kepler has strategically allocated a portion (12.5%) of teachers' salaries funded by the Learning Recovery Grant to support targeted intervention and social emotional learning. Kepler is in the second stage of implementation and the instructional	$169,546.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies are integrated into daily practice. Teachers will continue professional development through FCSS for social emotional learning.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Kepler's parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Kepler understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making to provide students with a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026	Maintained
3.2	Parent and Guardian Sense of School Safety and School Connectedness	Parent and Guardian 97.3% feel the staff at Kepler prioritize the health and physical safety of their child.	Parent and Guardian 89.3% feel the staff at Kepler prioritize the health		Parent and Guardian 90% of Parents Feel Students Feel Safe at School	Declined 8% Nearly Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Data	and physical safety of their child. Data Year: 2024-25 Data Source: Local Data		90% of Parents Feel Students are Connected to School Data Year: 2026-27 Data Source: Local Data	
3.3	Teacher and Staff Sense of School Safety and School Connectedness	Teacher and Staff 90% of Teachers/Staff Feel Students Feel Safe at School 90% of Teachers/Staff Feel Students are Connected to School Data Year: 2023-24 Data Source: Local Data	Teacher and Staff 85.7% of Teachers/Staff Feel Students Feel Safe at School 85.7% of Teachers/Staff Feel Students are Connected to School Data Year: 2024-25 Data Source: Local Data		Parent and Guardian 90% of Parents Feel Students Feel Safe at School 90% of Parents Feel Students are Connected to School Data Year: 2026-27 Data Source: Local Data	Declined 4.3%
3.4	Parent Workshops	6 Parent Workshops 2023-24 Agenda/Sign-In Sheets	4 Parent Workshops 2024-25 Agenda/Sign-In Sheets		6 Parent Workshops 2026-27 Agenda/Sign-In Sheets	Declined by 2
3.5	Parent Advisory Committee	Kepler held 4 PAC meetings per year 2023-24	Kepler held 1 PAC meeting per year 2024-25		Kepler will hold 4 PAC meetings per year	Declined by 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agenda/Sign-In Sheets	Agenda/Sign-In Sheets		2026-27 Agenda/Sign-In Sheets	

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.
Family Education workshops were partially implemented, and additional workshops will ensure a partnership in the students' academic success. Comprehensive student assessment framework to improve optimum learning environment by upgrading facilities and school operations was partially implemented and will continue toward completion. Community outreach was partially implemented. Kepler provided consistent communication to families but needs to focus more on marketing strategies.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:
Action 1 (Clean, Safe Facility): Actual expenditure $75,026.18; Budgeted Expenditure $90,000. This is a decrease of 17% of budgeted expenditure. This action was decreased due to reduced maintenance costs.
Action 2 (Student Health): Actual expenditure: $48,426.62; Budget Expenditure $100,000. This is a decrease of 52% of budgeted expenditure. This action was decreased due to the reduced student needs.
Action 3 (Positive School Climate): Actual expenditure: $918.33; Budget Expenditure $5,000. This is a decrease of 82% of budgeted expenditure. This action was decreased due to not fully funding incentives, assemblies, and bullying.

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

Family Education workshops were partially effective, and additional workshops will ensure a partnership in the students' academic success. Comprehensive student assessment framework to improve optimum learning environment by upgrading facilities and school operations was partially effective and will continue toward completion. Community outreach was partially effective. Kepler provided consistent communication to families but needs to focus more on marketing strategies.

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.

Goal 3 remains focused on Parent and Community Involvement. The actions and metrics will continue into 2025-26.

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	Family Education Workshops	Kepler will provide robust family education workshops to ensure a partnership in the students' academic success, the importance of student attendance and engagement, tools of restorative justice, supporting social emotional and mental health for the family, and access to resources to support social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$30,000.00	No
3.2	Comprehensive Student Assessment Framework to improve optimum learning environment by upgrading facilities and school operations	Comprehensive Student Assessment Framework, Diversified Assessments, Data-Driven Insights, Technological Integration, Digital Assessments, Classroom Upgrades, Contemporary furniture and technology integration, Health and Safety Enhancements. Advanced HVAC and air purification systems, Access control and surveillance measures, Accessibility and Inclusivity, Facilities compliant with disability regulations, Promoting an inclusive learning space.	$650,000.00	No
3.3	Community Outreach	Kepler will provide consistent communication do marketing events and use marketing strategies to create new student awareness about the school among families, teachers, and staff. Kepler will provide Community Outreach through marketing, printing flyers, encouraging family leadership, and opportunities to include new and existing families in the school.	$250,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Kepler will improve ELA and Math outcomes and reduce chronic absenteeism for socioeconomically disadvantaged students, students with disabilities, African American or Black students, and Hispanic or Latinx students by implementing an inclusive playground initiative that integrates academic and social emotional learning through structured outdoor activities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal supports academic achievement and attendance by making learning engaging, inclusive, and connected to students' social-emotional needs, helping all TK–8 students feel motivated, supported, and eager to come to school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students at Kepler meeting or exceeding standards in ELA on the SBAC	Spring 2023 All: 37.16% Af Am: 34.48% Hisp: 30.71% SED: 32.20% EL: 7.14% SWD: 44.82% Data Year: 2022-23 Data Source: CAASPP	Spring 2024 All: 38.69% Af Am: 35.29% Hisp: 32.41% SED: 33.91% EL: Too Few SWD: 22.23% Data Year: 2023-24 Data Source: CAASPP		Spring 2026 All: 52.16% Af Am: 49.48% Hisp: 45.71% SED: 47.20% EL: 22.14% SWD: 59.82% Data Year: 2025-26 Data Source: CAASPP	All: Increased 1.53% Af Am: Increased 0.81% Hisp: Increased 1.7% SED: Increased 1.71% EL: N/A SWD: Decreased 22.59%
4.2	Percentage of Students at Kepler meeting or	Spring 2023 All: 19.45% Af Am: 17.24%	Spring 2024 All: 28.58% Af Am: 29.41%		Spring 2026 All: 34.45% Af Am: 32.24%	All: Increased 9.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceeding standards in Math on the SBAC	Hisp: 13.76% SED: 16.57% EL: 7.14% SWD: 10.35% Data Year: 2022-23 Data Source: CAASPP	Hisp: 24.07% SED: 24.34% EL: Too Few SWD: 11.11% Data Year: 2023-24 Data Source: CAASPP		Hisp: 28.76% SED: 31.57% EL: 22.14% SWD: 25.35% Data Year: 2025-26 Data Source: CAASPP	Af Am: Increased 12.17% Hisp: Increased 10.31% SED: Increased 7.77% EL: N/A SWD: Increased 0.76%
4.3	Percentage of Students at Kepler at or above MAP RIT in ELA	NWEA MAP Spring 2024 Reading Fall 23 Spring 2024 TK 135 147 K 138 148 1 151 168 2 165 175 3 183 196 4 184 195 5 199 202 6 201 208 7 206 211 8 211 221	NWEA MAP Winter 2024 Reading Fall 2024 Winter 2024 TK N/A 135 K 136 143 1 153 162 2 168 175 3 176 185 4 196 201 5 198 204 6 204 212 7 209 210 8 211 217		NWEA MAP Spring 2027 Reading Spring 2027 TK 153 K 153 1 171 2 186 3 197 4 205 5 211 6 215 7 218 8 222	TK Declined 12 K Declined 5 1 Declined 6 2 Maintained 3 Declined 11 4 Increased 6 5 Increased 2 6 Increased 4 7 Declined 1 8 Declined 4
4.4	Percentage of Students at Kepler at or above MAP RIT in Math	NWEA MAP Spring 2024 Math Fall 23 Spring 24 TK 140 153 K 140 153 1 157 177 2 171 184 3 182 202	NWEA MAP Winter 2024 Math Fall 2024 Winter 2024 TK N/A 140 K 143 152 1 158 167 2 175 182		NWEA MAP Spring 2027 Math Spring 27 TK 157 K 157 1 176 2 189	TK Declined 13 K Declined 1 1 Declined 10 2 Declined 2 3 Declined 13 4 Declined 1 5 Increased 2 6 Increased 1 7 Declined 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 186 203 5 197 206 6 201 212 7 208 218 8 212 225	3 179 189 4 197 202 5 201 208 6 205 213 7 210 213 8 216 220		3 201 4 211 5 219 6 223 7 227 8 230	8 Declined 5
4.5	Chronic Absenteeism Rate	42.1% Overall 25.5% African American 48.1% Hispanic 35.6% White 45.8% SED 36.5% SWD 2022-23 CA Dashboard 2023	38.3% Overall 40.5%% African American 40.6% Hispanic 22.9% White 43.2% SED 41.7% SWD 2023-24 CA Dashboard 2024		20% Overall 15% African American 20% Hispanic 20% White 20% SED 20% SWD 2024-25 CA Dashboard 2026	Overall-Decreased 3.8% African American – Increased 15% Hispanic – Decreased 7.4% White – Decreased 12.7% SED – Decreased 2.6% SWD – Increased 5.1%

Goal Analysis [2024-25]

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.
Holistic Student Development was partially implemented to allow for complete planning and implementation of an inclusive playground learning initiative.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:
Action 1 (Holistic Student Development): Actual expenditure $100,000; Budgeted Expenditure $459,991. This is a decrease of 78% of budgeted expenditure. This action will take place over the three years of the LCAP.

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

Holistic Student Development was partially effective to allow for complete planning and implementation of an inclusive playground learning initiative.

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.

Goal 4 continues to focus on the Equity Multiplier Goal but the language has changed to "Kepler will improve ELA and Math outcomes and reduce chronic absenteeism for socioeconomically disadvantaged students, students with disabilities, African American or Black students, and Hispanic or Latinx students by implementing an inclusive playground initiative that integrates academic and social emotional learning through structured outdoor activities." The action was titled and rewritten to more specifically address the holistic student development. The metrics will continue into 2025-26.

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	Holistic Student Development through Inclusive Playground Design: A Strategic SEL and Academic Growth Initiative	Kepler will implement an Inclusive Playground Learning Initiative to promote academic growth and reduce chronic absenteeism by transforming outdoor space into a dynamic, SEL-integrated learning environment for TK–8 students. The redesigned playground will feature sensory-accessible equipment and structured activity zones where teachers and support staff will lead standards-aligned literacy and math games, such as storytelling stations, vocabulary hunts, and number pattern obstacle courses. These activities will reinforce core academic skills in a kinesthetic, engaging format while building social-emotional competencies like collaboration, self-regulation, and perseverance. By making school a place where learning is joyful and accessible for all students. Kepler will increase daily attendance and drive improvements in ELA and Math performance.	$459,991.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$811,223	$113,446

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
26.347%	17.717%	$521,136.23	44.064%

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:** Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement **Need:** The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium” - 31.4 points below standard, increased 4.3 points. The following subgroup was “Medium”:	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, MAP ELA, MAP Math, IXL ELA, IXL Math

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
	Hispanic/Latinx - 43.6 points below standard, increased 3.9 points. The following subgroup was "Low": Socioeconomically Disadvantaged- 45.1 points below standard, maintained 0.7 points. The following subgroups did not have a performance color: African American/Black- 60.4 points below standard, declined 14.3 points; English Learners - 36.1 points below standard, increased 38.5 points; Students with Disabilities- 114.7 points below standard, declined 68.1 points; and White students- 40.8 points above standard, increased 11.7 points. The 2024 Dashboard indicates the following Math performance was Overall “Medium” - 61.2 points below standard, increased 21.1 points. The following subgroups were “Medium”: Hispanic/Latinx - 70.7 points below standard, increased 23.6 points and Socioeconomically Disadvantaged- 78.4 points below standard, increased 13.2 points. The following subgroups did not have a performance color: African American/Black- 112.7 points below standard, declined 28.7 points; English Learners - 75.6 points below standard, increased 26.2 points; Students with Disabilities- 147.3 points below standard, declined 44.2 points; and White students- 17.7 points above standard, increased 30.8 points. **Scope:** Schoolwide		
1.2	**Action:**	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL,	SBAC ELA, SBAC Math, CAST Science, MAP ELA,

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
	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring **Need:** The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium” - 31.4 points below standard, increased 4.3 points. The following subgroup was “Medium”: Hispanic/Latinx - 43.6 points below standard, increased 3.9 points. The following subgroup was "Low": Socioeconomically Disadvantaged- 45.1 points below standard, maintained 0.7 points. The following subgroups did not have a performance color: African American/Black- 60.4 points below standard, declined 14.3 points; English Learners - 36.1 points below standard, increased 38.5 points; Students with Disabilities- 114.7 points below standard, declined 68.1 points; and White students- 40.8 points above standard, increased 11.7 points. The 2024 Dashboard indicates the following Math performance was Overall “Medium” - 61.2 points below standard, increased 21.1 points. The following subgroups were “Medium”: Hispanic/Latinx - 70.7 points below standard, increased 23.6 points and Socioeconomically Disadvantaged- 78.4 points below standard, increased 13.2 points. The following subgroups did not have a performance color: African American/Black- 112.7 points below standard, declined 28.7 points; English Learners - 75.6 points below standard, increased 26.2 points; Students with	FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	MAP Math, IXL ELA, IXL Math

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
	Disabilities- 147.3 points below standard, declined 44.2 points; and White students- 17.7 points above standard, increased 30.8 points. **Scope:** Schoolwide		
1.4	**Action:** Intervention and Supplemental Materials **Need:** The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium” - 31.4 points below standard, increased 4.3 points. The following subgroup was “Medium”: Hispanic/Latinx - 43.6 points below standard, increased 3.9 points. The following subgroup was "Low": Socioeconomically Disadvantaged- 45.1 points below standard, maintained 0.7 points. The following subgroups did not have a performance color: African American/Black- 60.4 points below standard, declined 14.3 points; English Learners - 36.1 points below standard, increased 38.5 points; Students with Disabilities- 114.7 points below standard, declined 68.1 points; and White students- 40.8 points above standard, increased 11.7 points. The 2024 Dashboard indicates the following Math performance was Overall “Medium” - 61.2 points below standard, increased 21.1 points. The following subgroups were “Medium”: Hispanic/Latinx - 70.7 points below standard, increased 23.6	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality intervention, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, MAP ELA, MAP Math, IXL ELA, IXL Math

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
	points and Socioeconomically Disadvantaged- 78.4 points below standard, increased 13.2 points. The following subgroups did not have a performance color: African American/Black- 112.7 points below standard, declined 28.7 points; English Learners - 75.6 points below standard, increased 26.2 points; Students with Disabilities- 147.3 points below standard, declined 44.2 points; and White students- 17.7 points above standard, increased 30.8 points. **Scope:** Schoolwide		
2.2	**Action:** Social Emotional Learning **Need:** The 2024 Dashboard indicates the following - Suspension Rate was Overall “Very High” - 9.6% of students were suspended at least one day, increased 4.1%. Students who are suspended multiple times are only counted once. The following subgroups were in “Very High”: Students with Disabilities - 13.5% of students were suspended at least one day, increased 6%; Hispanic/Latinx - 10.5% of students were suspended at least one day, increased 5.8%; Socioeconomically Disadvantaged- 8.6% of students were suspended at least one day, increased 2.4%); and White - 8.2% of students were suspended at least one day, increased 2.2%. The follow subgroup was "High": African American/Black - 7.7% of students were	Based on Suspension Rate, this action will have the most opportunity for reduction in suspension for EL, FY, LI students. Moreover, because we expect that all students who are struggling behaviorally will benefit from additional supervision, the action will be provided on a schoolwide basis.	Suspension Rate, Expulsion Rate, Student Survey on School Safety and School Connectedness

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
	suspended at least one day, declined 2.1%. The following subgroups did not have a performance color: English Learners - 15.4% suspended at least one day, increased 7.1%; Homeless Youth - 13.3% suspended at least one day, increased 7.3%; and Two or More Races- 0% suspended at least one day, declined 6.9%. **Scope:** Schoolwide		
2.3	**Action:** Athletic Director Mentorship and Sports **Need:** The 2024 Dashboard indicates the following Chronic Absenteeism Rate was Overall "Medium" - 38.3% chronically absent, declined 3.8%). The following subgroups were "Very High": African American/Black - 40.5% chronically absent, increased 15% and Students with Disabilities - 41.7% chronically absent, increased 5.1%. The following subgroups were "High": Socioeconomically Disadvantaged- 43.2% chronically absent, declined 2.6% and White - 22.9% chronically absent, declined 12.7%. The following subgroup was "Medium": Hispanic/Latinx - 40.6% chronically absent, declined 7.4%. The following subgroups did not have a performance color: English Learner - 23.1% chronically absent, declined 8.7%; Homeless Youth-46.2% chronically absent, declined 8%; and Two or	Based on Chronic Absenteeism Rate, this action will have the most opportunity for reduction in suspension for EL, FY, LI students. Moreover, because we expect that all students who are struggling with poor attendance will benefit from AD Mentorship and Sports, the action will be provided on a schoolwide basis.	Suspension Rate, Expulsion Rate, Chronic Absenteeism Rate, Student Survey on School Safety and School Connectedness

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
	More Races - 8.3% chronically absent, declined 22.4%. **Scope:** Schoolwide		
2.4	**Action:** Ensuring Equitable Access to Educational Resources and Enrichment Opportunities **Need:** Student 85.5% feel safe inside their classroom. 71.8% feel safe on the playground. 87% feel safe in the cafeteria. 81.7% feel that Kepler teachers, staff members, or administrators make them feel cared about. 72.5% feel they have a teacher, staff member, or administrator that they can discuss problems they might be having at school or at home. Data Year: 2024-25 Data Source: Local **Scope:** Schoolwide	Based on Student Sense of School Safety and School Connectedness, this action will have the most opportunity for access to school for EL, FY, LI students. Moreover, because we expect that all students who do not feel safe or connected to the school will benefit, the action will be provided on a schoolwide basis. The Charter School is a diverse, 21st Century School. As of the 2023-24 school year based on the California School Dashboard, Kepler's enrollment of 307 by student group was as follows: 72.3% socioeconomically disadvantaged or low income students, 4.2% English Learners, 11.4% students with disabilities, 0.7% foster youth, 3.6% homeless students. As of the 2023-24 school year, enrollment by race and ethnicity at Kepler was 11.4% Black or African American, 63.8% Hispanic/Latinx, 3.6% two or more races, 16% white, 3.3% Asian, and 1.3% Native American.	Student Sense of School Safety and School Connectedness
4.1	**Action:**	The 2024 CA Dashboard data indicated a need to continue supporting ELA and Math especially for Latino students, African American/Black students,	SBAC ELA, SBAC Math, NWEA Reading, NWEA

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
	Holistic Student Development through Inclusive Playground Design: A Strategic SEL and Academic Growth Initiative **Need:** Non-Stable Students (Transient), SWD, SED, AA and Latinx students who qualified school for Equity Multiplier. The 2024 Dashboard indicates the following English Language Arts performance was Overall “Medium” - 31.4 points below standard, increased 4.3 points. The following subgroup was “Medium”: Hispanic/Latinx - 43.6 points below standard, increased 3.9 points. The following subgroup was "Low": Socioeconomically Disadvantaged- 45.1 points below standard, maintained 0.7 points. The following subgroups did not have a performance color: African American/Black- 60.4 points below standard, declined 14.3 points; English Learners - 36.1 points below standard, increased 38.5 points; Students with Disabilities-114.7 points below standard, declined 68.1 points; and White students- 40.8 points above standard, increased 11.7 points. The 2024 Dashboard indicates the following Math performance was Overall “Medium” - 61.2 points below standard, increased 21.1 points. The following subgroups were “Medium”: Hispanic/Latinx - 70.7 points below standard, increased 23.6 points and Socioeconomically Disadvantaged- 78.4 points below standard, increased 13.2 points. The following subgroups did not have	Socioeconomically Disadvantaged Students, and Students with Disabilities at Kepler Neighborhood School, the Equity Multiplier school site. The need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and Math and in order for Latino students, African American/Black students, Socioeconomically Disadvantaged Students, and Students with Disabilities to improve academically, they must attend school every day.	Math, Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a performance color: African American/Black- 112.7 points below standard, declined 28.7 points; English Learners - 75.6 points below standard, increased 26.2 points; Students with Disabilities- 147.3 points below standard, declined 44.2 points; and White students- 17.7 points above standard, increased 30.8 points. The 2024 Dashboard indicates the following Chronic Absenteeism Rate was Overall "Medium" - 38.3% chronically absent, declined 3.8%). The following subgroups were "Very High": African American/Black - 40.5% chronically absent, increased 15% and Students with Disabilities - 41.7% chronically absent, increased 5.1%. The following subgroups were "High": Socioeconomically Disadvantaged- 43.2% chronically absent, declined 2.6% and White - 22.9% chronically absent, declined 12.7%. The following subgroup was "Medium": Hispanic/Latinx - 40.6% chronically absent, declined 7.4%. The following subgroups did not have a performance color: English Learner - 23.1% chronically absent, declined 8.7%; Homeless Youth-46.2% chronically absent, declined 8%; and Two or More Races - 8.3% chronically absent, declined 22.4% **Scope:** Schoolwide		

Limited Actions

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

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

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

Not Applicable.

Additional Concentration Grant Funding

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

Kepler Neighborhood School is planning to hire an English Language (EL) teacher and interventionist to support foster youth, English learners (EL), and low-income students. This initiative is part of a broader strategy to address the academic needs of these groups by providing targeted interventions and support. Additionally, Kepler is implementing an after-school program that includes tutoring, intervention, and enrichment activities. This program is designed to further support low-income students and English learners by providing additional instructional materials, supplies, and teacher support. The goal is to improve academic performance as measured by statewide assessments.

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		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:17

2025-26 Total 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	$3,078,956	$811,223	26.347%	17.717%	44.064%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,534,966.10	$629,537.00	$0.00	$0.00	$5,164,503.10	$169,546.00	$4,994,957.10

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	Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$659,758.00	$659,758.00				$659,758.00	
1	1.2	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$228,199.30	$228,199.30				$228,199.30	
1	1.3	Appropriately Staff School	All	No			All Schools		$0.00	$1,902,008.80	$1,902,008.80				$1,902,008.80	
1	1.4	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.5	High-Achiever Program	All	No			All Schools		$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.6	Project Based Learning and Expositions	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.1	Cultivating a Positive School Climate to Boost Daily Attendance	All	No			All Schools		$0.00	$70,000.00	$70,000.00				$70,000.00	
2	2.2	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$210,000.00	$210,000.00				$210,000.00	
2	2.3	Athletic Director Mentorship and Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Ensuring Equitable Access to Educational Resources and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.5	Accelerate Student Learning (LREBG)	All	No			All Schools		$169,546.00	$0.00		$169,546.00			$169,546.00	
3	3.1	Family Education Workshops	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.2	Comprehensive Student Assessment Framework to improve optimum learning environment by upgrading facilities and school operations	All	No			All Schools		$0.00	$650,000.00	$650,000.00				$650,000.00	
3	3.3	Community Outreach	All	No			All Schools		$0.00	$250,000.00	$250,000.00				$250,000.00	
4	4.1	Holistic Student Development through Inclusive Playground Design: A Strategic SEL and Academic Growth Initiative	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$459,991.00		$459,991.00			$459,991.00	

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
$3,078,956	$811,223	26.347%	17.717%	44.064%	$1,547,957.30	0.000%	50.275 %	**Total:**	$1,547,957.30
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,547,957.30

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**	Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$659,758.00	
1	**1.2**	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$228,199.30	
1	**1.4**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
2	**2.2**	Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
2	**2.3**	Athletic Director Mentorship and Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	**2.4**	Ensuring Equitable Access to Educational Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

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 (%)
		and Enrichment Opportunities						
4	**4.1**	Holistic Student Development through Inclusive Playground Design: A Strategic SEL and Academic Growth Initiative	Yes	Schoolwide	Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,994,957.10	$3,896,661.30

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**	Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement	Yes	$659,758.00	274073.80
1	**1.2**	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring	Yes	$228,199.30	245466.08
1	**1.3**	Appropriately Staff School	No	$1,902,008.80	2179125.91
1	**1.4**	Intervention and Supplemental Materials	Yes	$350,000.00	125364.44
1	**1.5**	High-Achiever Program	No	$70,000.00	0
1	**1.6**	Project Based Learning and Expositions	No	$15,000.00	635.78
2	**2.1**	Cultivating a Positive School Climate to Boost Daily Attendance	No	$70,000.00	92579.42
2	**2.2**	Social Emotional Learning	Yes	$210,000.00	305984.13
2	**2.3**	Athletic Director Mentorship and Sports	Yes	$50,000.00	9468.03
2	**2.4**	Ensuring Equitable Access to Educational Resources and Enrichment Opportunities	Yes	$50,000.00	127752.37
3	**3.1**	Family Education Workshops	No	$30,000.00	0

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	**3.2**	Comprehensive Student Assessment Framework to improve optimum learning environment by upgrading facilities and school operations	No	$650,000.00	401059.37
3	**3.3**	Community Outreach	No	$250,000.00	35151.97
4	**4.1**	Holistic Student Development through Inclusive Playground Design: A Strategic SEL and Academic Growth Initiative		$459,991.00	100000

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)
811249	$1,547,957.30	$590,839.56	$957,117.74	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	Kepler's Instructional Continuum: Maximizing Learning Potential through Extended Engagement	Yes	$659,758.00	2150		
1	1.2	Professional Development and Support, Instructional Strategies Monitoring, Curriculum Fidelity Monitoring	Yes	$228,199.30	227437.29		
1	1.4	Intervention and Supplemental Materials	Yes	$350,000.00	82882.46		
2	2.2	Social Emotional Learning	Yes	$210,000.00	154602.41		
2	2.3	Athletic Director Mentorship and Sports	Yes	$50,000.00	9468.03		
2	2.4	Ensuring Equitable Access to Educational Resources and Enrichment Opportunities	Yes	$50,000.00	114299.37		

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)
$2,941,381	811249	10.224	37.805%	$590,839.56	0.000%	20.087%	$521,136.23	17.717%

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