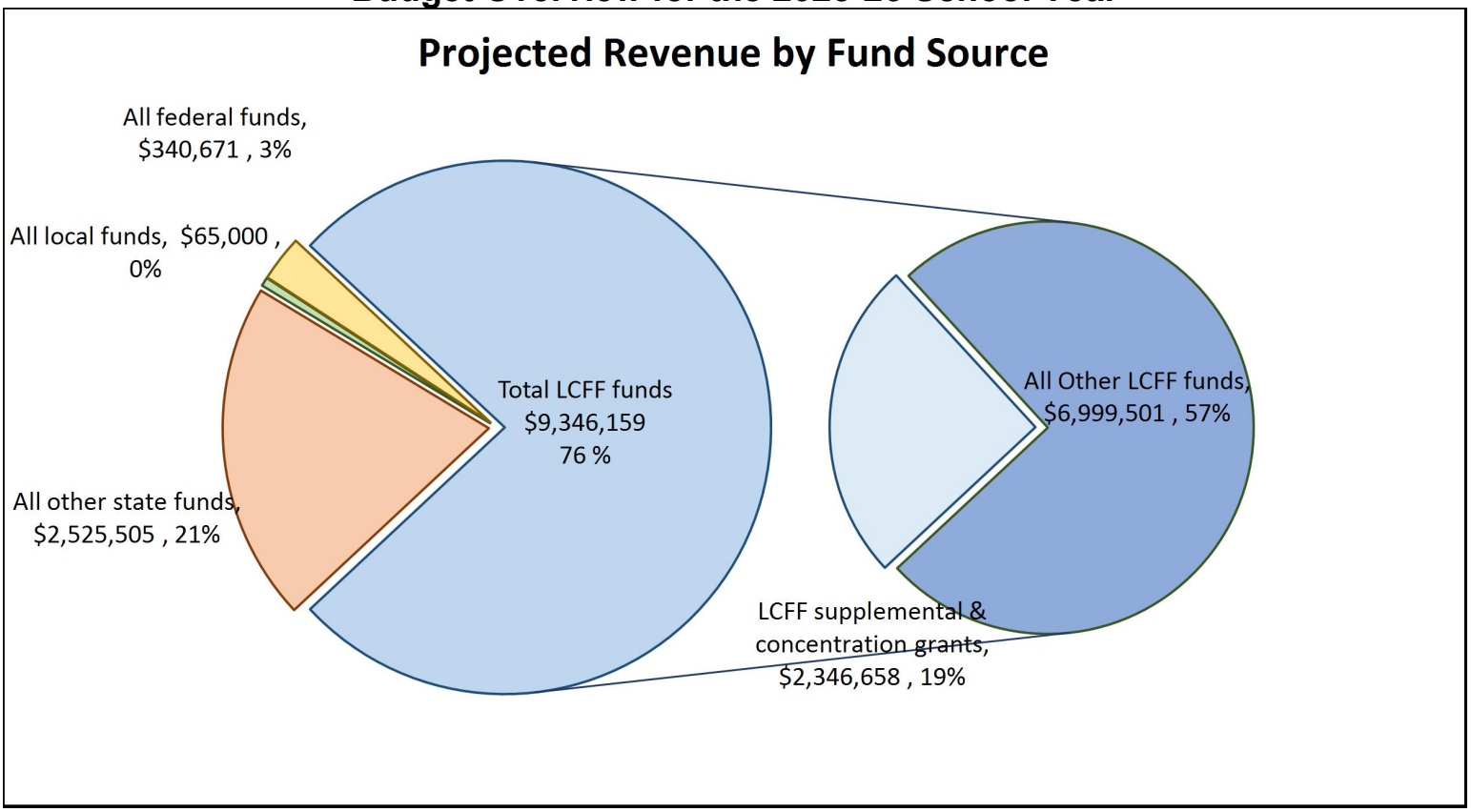
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Knowledge Enlightens You (KEY) Academy
CDS Code: 01 61192 0127696
School Year: 2025-26
LEA contact information:
David Ramirez
Executive Director

510-397-2524

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

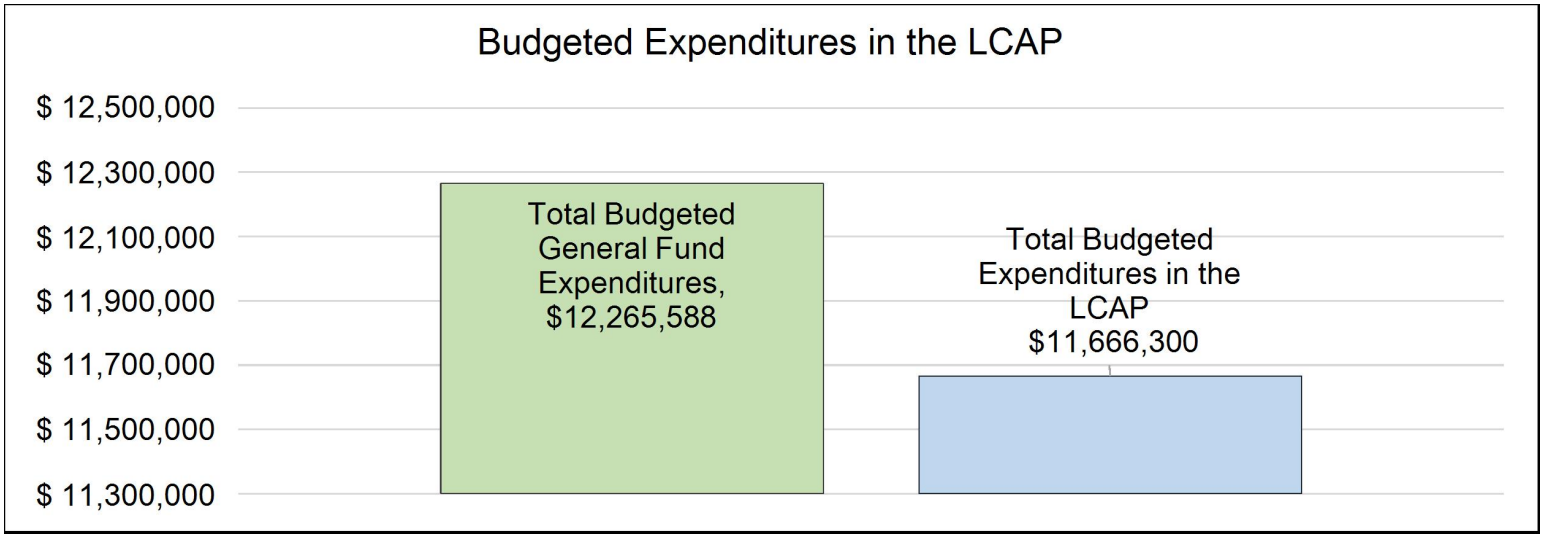


This chart shows the total general purpose revenue Knowledge Enlightens You (KEY) Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Knowledge Enlightens You (KEY) Academy is $12,277,335, of which $9,346,159.00 is Local Control Funding Formula (LCFF), $2,525,505.00 is other state funds, $65,000.00 is local funds, and $340,671.00 is federal funds. Of the $9,346,159.00 in LCFF Funds, $2,346,658.00 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 Knowledge Enlightens You (KEY) Academy 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: Knowledge Enlightens You (KEY) Academy plans to spend $12,265,588.00 for the 2025-26 school year. Of that amount, $11,666,300.00 is tied to actions/services in the LCAP and $599,288 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

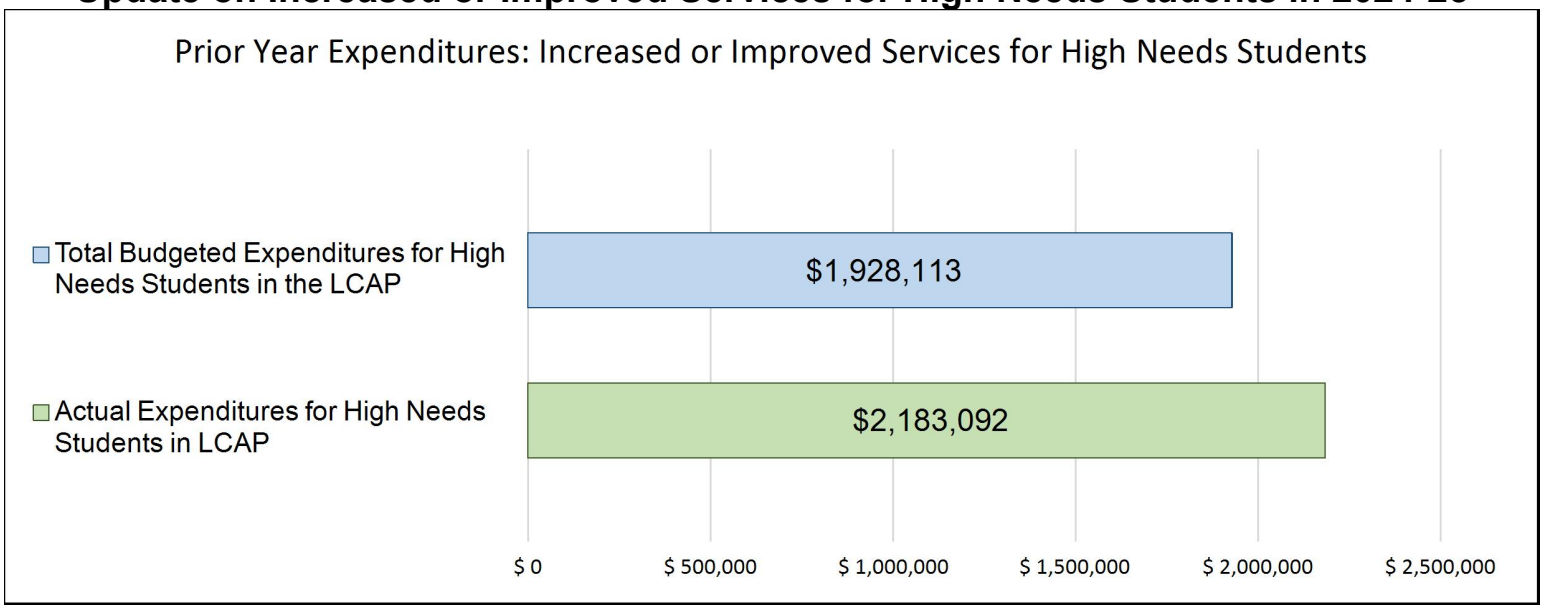
District oversight fees, operating support, backoffice services, insurances, office supplies, equipment leases, time clock contract, payroll, audit and legal fees, and fundraising expenses are not included in the LCAP.

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

In 2025-26, Knowledge Enlightens You (KEY) Academy is projecting it will receive $2,346,658.00 based on the enrollment of foster youth, English learner, and low-income students. Knowledge Enlightens You (KEY) Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Knowledge Enlightens You (KEY) Academy plans to spend $2,871,959.00 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 Knowledge Enlightens You (KEY) Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Knowledge Enlightens You (KEY) Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Knowledge Enlightens You (KEY) Academy's LCAP budgeted $1,928,113.00 for planned actions to increase or improve services for high needs students. Knowledge Enlightens You (KEY) Academy actually spent $2,183,092.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Knowledge Enlightens You (KEY) Academy	David Ramirez Executive Director	david@keyacademycharter.org 510-397-2524

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.

KEY Academy is a public charter school serving students from Transitional Kindergarten to 8th grade. It is authorized by the Hayward Unified School District and accredited by the Western Association of Schools and Colleges (WASC). Since its opening in 2013 and successful renewals in 2016 and 2021, the School has become integral to the Hayward community, one of the Bay Area's most vibrant and diverse cities. According to the 2020 Census, Hayward has over 162,000 residents, making it the third-largest city in Alameda County and the sixth-largest in the Bay Area.

Our student body reflects the rich cultural and socioeconomic diversity of the Hayward community. As of last year, KEY Academy served approximately 628 students representing a wide range of racial and ethnic backgrounds, including Hispanic (67.4%), Asian (5.7%), Caucasian (12.7%), African American (6.5%), Filipino (2.5%), Pacific Islander (1.8%), and American Indian (0.8%). This diversity contributes to a dynamic and inclusive school environment where students are exposed to a variety of cultures, perspectives, and lived experiences. Additionally, 40% of our students are English language learners, which highlights the importance of strong language development programs and culturally responsive instruction. Nearly 80% of our student population is socioeconomically disadvantaged, and 8% receive special education services, reflecting our commitment to serving all students, particularly those with the greatest needs.

In 2021, KEY Academy consolidated its campuses and relocated to the former Cherryland Elementary School site under the provisions of Proposition 39. This strategic move allowed us to unify our student body and staff, streamline operations, and provide a more cohesive and supportive educational experience. The Cherryland facility offers more space, enabling us to better meet the academic and social-emotional needs of our students. We hope to make the site a permanent location.

Our Mission and Vision
KEY Academy believes that holistic education is essential for nurturing successful, compassionate, and responsible global citizens. Our mission focuses on supporting each student's academic success while promoting their social, emotional, and physical growth in a nurturing and inclusive environment. We are dedicated to ensuring that every student feels safe, supported, and prepared to thrive in a rapidly changing world.

Strategic Focus Areas
Our strategic plan revolves around four core priorities guiding our work and decision-making:

- Equity and Access – Ensuring that every student has access to rigorous instruction, meaningful enrichment, and targeted support—regardless of their background or learning needs. This includes specialized services for English learners, intervention assistance, and inclusive practices for students with disabilities.
- Academic Excellence – Delivering high-quality, standards-aligned teaching through differentiated instruction, ongoing data analysis, and strong professional development for educators to meet the diverse learning needs of our students.
- Family and Community Engagement – Establishing solid partnerships with families through open communication, opportunities for feedback, parent education events, and inclusive participation in school initiatives and governance.
- Wellness and Belonging – Nurturing a positive school culture where every student is recognized and valued. We emphasize mental health services, social-emotional learning, and consistent behavioral standards to cultivate a culture of care, respect, and accountability.

Programs and Innovation
At KEY Academy, we are committed to supporting the whole child through innovative programs and personalized learning. Every student is provided with a Chromebook to ensure equitable access to digital resources and to support learning that integrates technology across subjects. Our upgraded digital infrastructure helps students explore, create, and learn in engaging, modern ways.

To meet the diverse needs of our students, we offer a wide range of programs and supports, including:

- After-school enrichment and extended care to support working families and offer additional learning opportunities
- Instruction in world languages and visual arts to encourage creativity and cultural awareness
- Comprehensive counseling and wellness services that address students' social-emotional and mental health needs
- Academic interventions during the school day, after school, and during school breaks to provide timely, targeted support for students who need it
- Ongoing parent education workshops and community events to strengthen family engagement and school partnerships

We believe that education is a shared responsibility between school, family, and community. By working together, we aim to nurture students who are not only academically strong but also compassionate, confident, and ready to lead. At KEY Academy, we're preparing students to thrive in school and in life.

Reflections: Annual Performance

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

A comprehensive review of the 2023–24 California School Dashboard, along with internal assessment data including i-Ready results, and insights from our educational partners, has provided KEY Academy Charter School with valuable insights into our areas of growth and opportunities for focused improvement. While we celebrate significant progress in key areas, such as improved attendance and substantial gains among English Learners, we also recognize the need to address declines in overall academic performance across core subject areas.

Academic Performance
Although some student groups demonstrated notable academic progress, overall CAASPP performance declined in the 2023–2024 academic year. In English Language Arts (ELA), the average Distance from Standard (DFS) decreased from 42.6 points below in 2022–2023 to 55.1 points below in 2023–2024. Mathematics DFS dropped from 64.1 to 69.8 points below the standard. Science scores remained stable, with 21.1% of students meeting or exceeding standards—a minimal decline of 0.4 percentage points from the previous year.
Despite these overall declines, several encouraging trends emerged:

- White students gained 8.6 DFS points in ELA.
- Recently Reclassified English Learners (RFEPs) outperformed both English Only and current English Learners in ELA.
- Mathematics growth exceeded expectations for subgroups, including English Learners, Long-Term English Learners (LTELs), Asian, Hispanic, Students with Disabilities, and socioeconomically disadvantaged students.

The 2024–2025 school year marked KEY Academy's first year implementing i-Ready assessments. This tool, more closely aligned with CAASPP, enables teachers to assess student growth in real time, tailor instruction, and inform schoolwide strategic planning. Administered three times annually, i-Ready provided a clearer picture of student trajectories and readiness for state assessments.

Spring 2025 i-Ready Results
Mathematics:

- Overall: 31.8% of students were on or above grade level.

By Race/Ethnicity:

- Asian (58%), Filipino (55%), and Two or More Races (63%) scored highest.
- Hispanic (28%), African American (25%), and Pacific Islander (22%) scored below the average.
- American Indian students: 0% on or above grade level.

By Student Group:

- Socioeconomically Disadvantaged: 30%
- English Learners: 20%
- Students with Disabilities: 13%

ELA:

- Overall: 37.7% of students were on or above grade level.

By Race/Ethnicity:

- Two or More Races (60%), Asian (57%), and Pacific Islander (55%) led ELA performance.
- Hispanic (34%) and American Indian (25%) students fell below the overall average.

By Student Group:

- Socioeconomically Disadvantaged: 37%
- English Learners: 24%
- Students with Disabilities: 12%

These results confirm the value of i-Ready as an instructional tool and highlight the continued need for targeted support, particularly for English Learners, students with disabilities, and underperforming racial and ethnic subgroups.

English Learner Progress
English Learner achievement improved significantly in the 2023–2024 school year. The percentage of English Language Learners (ELs) making progress toward English proficiency increased from 43.7% to 55.4%, improving the school's Dashboard color rating from Red to Blue. Additional gains included:

- 11.7% of ELs achieved the "Well Developed" level on the ELPAC.
- LTEL numbers declined from 26 to 16.
- Reclassifications increased from 83 to 108 students.

This growth reflects the impact of integrated and designated ELD instruction, teacher training, progress monitoring, and family engagement initiatives.

Attendance and Chronic Absenteeism
Chronic absenteeism dropped from 32% to 25.7%, with the most improvement seen among English Learners, Students with Disabilities, and socioeconomically disadvantaged students. While our attendance rate remained at 93%, we aim to increase it to 94% by 2025–2026. Attendance remains a key priority, and we will continue implementing multi-tiered supports, incentives, and family outreach efforts.

Suspension Rates and School Climate
KEY Academy maintained a supportive and safe school climate while limiting exclusionary practices. Our suspension rate held steady at 0.8%, consistent with our use of Conscious Discipline strategies. Student surveys indicated improvement in school climate:

- 92.5% of students reported feeling safe (up from 83.7%).
- 88.8% felt respected by peers (up from 84.4%).

However, those reporting feeling happy at school declined slightly, from 86.5% to 81.4%. In response, we are launching student-led activities, peer mentoring, and expanded social-emotional learning (SEL) supports.

Teacher Development and Retention
Teacher satisfaction and retention remained strong:

- 10 days of professional development were offered, supported by weekly collaboration time.
- 100% of eligible teachers participated in the Teacher Induction Program.
- Staff satisfaction rose to 88% (from 68%).
- Retention remained high at 91%, with zero teacher vacancies.

Professional development topics included Conscious Discipline, school safety, school-wide writing, and standards-based instruction.

Parent and Family Engagement
Family-school partnerships remained central to our approach:

- Met the Local Indicator for Parent and Family Engagement.
- 77% of families reported feeling comfortable providing input (up from 76%).
- 82% reported receiving regular feedback on student progress (up from 62%).
- We continued to host monthly Coffee with the Principal sessions and quarterly Parent University workshops.

Access and Equity
KEY Academy met all local indicator expectations:

- Basic Services and Conditions
- Implementation of Academic Standards
- Parent and Family Engagement
- Access to a Broad Course of Study

All student groups, including English language learners (ELs), foster youth, students with disabilities, and those experiencing homelessness, had access to rigorous core academics and enrichment opportunities in the arts, science, and physical education (PE).

Next Steps
Our 2025–2026 strategic priorities include:

- Address ELA and Math Performance: Strengthen Tier 1 instruction through updated pacing guides, targeted instructional coaching, and integration of Universal Design for Learning (UDL) strategies. Continue to monitor student progress and close learning gaps through extended learning opportunities and targeted small-group interventions.
- Enhance Supports for English Learners: Maintain and build on gains through dedicated ELD blocks, integrated supports in core subjects, staff training, and multilingual family engagement.
- Expand Student Engagement and Belonging: Respond to the decline in student happiness by launching leadership clubs, peer mentoring, and student voice forums. Prioritize social-emotional learning across grade levels.
- Continue Reducing Chronic Absenteeism: Deepen our multi-tiered system of attendance supports, strengthen communication with families, and expand recognition efforts for improved attendance.
- Invest in High-Quality Teaching: Provide job-embedded professional learning aligned with school goals and continue building a collaborative culture where teachers feel valued and supported.
- Use Data to Drive Instruction: Fully leverage our local assessment platform to make real-time instructional decisions, identify subgroup trends, and evaluate program effectiveness.
- Deepen Family-School Partnerships: Offer more academic workshops for families, provide tools for supporting learning at home, and continue collecting feedback through surveys and focus groups.
- Increase Student Learning Time: Extend the school calendar to 180 instructional days to provide more opportunities for academic growth.
- Expand Instructional Support: Add more instructional aides to reduce group sizes for targeted support. Hire a new in-house Student Support Coordinator to complement contracted services. Bring on a part-time early education literacy teacher and a contracted literacy coach to strengthen early literacy.

Through reflection, collaboration, and data-informed planning, KEY Academy remains deeply committed to ensuring every student has

access to a high-quality education that meets their individual needs. While we celebrate significant progress in areas such as English Learner achievement, attendance, and school climate, we recognize the need to intensify our efforts around ELA and Math performance. With a clear focus on equity, increased support staff, and ongoing investment in professional growth, we are confident that the steps outlined in this plan will strengthen outcomes and empower all students to thrive in school and beyond.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff Members	Administered a school-wide annual survey to all staff members. 41 out of 57 members responded to the annual survey. Staff reviewed the LCAP requirements. During Friday PLC meetings, staff provided suggestions on refining the goals and reviewed the draft LCAP. Staff met on the following days: August 30, 2024; October 14, 2024; January 6, 2025; April 24, 2025; and May 8, 2025. This year, staff continue to emphasize the importance of a safe, clean, and supportive school environment. There is strong interest in maintaining high standards for campus cleanliness and safety, while also expanding resources to support student well-being and academic success. Teachers value opportunities for collaboration and professional growth, particularly around supporting English learners, data-driven instruction, and social-emotional learning. The need for improved onboarding and mentorship for new staff remains a focus, along with greater recognition for teacher contributions. As our student population grows, additional facility space and increased family and community engagement are also seen as essential to sustaining a strong school culture.
Principals/Administrators	The leadership team reviewed the LCAP requirements. During leadership meetings, administrators reviewed data and examined metrics, goals, and expenditures from the LCAP. The Leadership team met on the following days: September 24, 2024; October 22,

Educational Partner(s)	Process for Engagement
	2024; January 14, 2025; February 25, 2025; March 25, 2025; April 22, 2025; and May 27, 2025. Administrators have identified several key priorities for the upcoming academic year. Foremost is the commitment to improving academic performance across all grade levels, ensuring that every student has access to rigorous, high-quality instruction and achieves grade-level proficiency. Equally important is maintaining a safe, clean, and supportive school environment that fosters student learning and well-being. Increasing parent involvement remains a central focus, with an emphasis on strengthening school-home partnerships through enhanced communication and community engagement. Additionally, improving student attendance is recognized as a critical factor in academic success, and targeted efforts will be made to reduce chronic absenteeism. Administrators also aim to support students in developing stronger conflict resolution skills, promoting a more positive school climate and equipping students with tools for healthy peer interactions.
Parents	From September 2024 through May 2025, educational partners attended various presentations regarding the school's program, reviewed the Dashboard data, and provided feedback regarding our program. In addition to staff, board, and PTO meetings, educational partners had the opportunity to provide input on the various surveys sent home. Parent meetings were held on the following dates: September 1, 2024; October 17, 2024; December 5, 2024; February 5, 2025; March 6, 2025; April 10, 2025, and May 8, 2025. PTO meetings were held on the following dates: August 30, 2024; September 27, 2024; October 11, 2024; November 22, 2024; December 20, 2024; January 31, 2025; February 28, 2025; March 28, 2024; April 25, 2025, and May 30, 2025. Parent feedback at KEY Academy reflects a strong commitment to their children’s academic success and a desire for expanded educational opportunities. Families value the accessibility and responsiveness of teachers, noting that strong communication supports student growth. Parents also appreciate the variety of

Educational Partner(s)	Process for Engagement
	school-hosted events that allow them to engage meaningfully with both staff and their children. They continue to advocate for a broader range of enrichment activities, university workshops, and world language offerings to enhance the learning experience. Additionally, there is a clear call for more classroom space to support the growing student body and ensure high-quality instruction. Parents have also expressed interest in more volunteer opportunities to stay actively involved in the school community. While identifying areas for growth, families consistently highlight the school's diversity and inclusive culture as key strengths of the KEY Academy experience
Students	Provided students with multiple opportunities to share their perspectives and ideas. An annual survey was distributed to all students, allowing them to express their thoughts on various aspects of school life. Additionally, a suggestion box was placed in the office, allowing students to submit their ideas and concerns anonymously throughout the year. In January 2025, the student council was invited to a leadership team meeting to provide direct feedback and discuss their suggestions with school administrators. Students at KEY Academy have expressed a strong desire to feel safe within the school environment. They emphasize the importance of a secure and supportive atmosphere that is conducive to learning. Additionally, students are keenly focused on their academic success, highlighting their ambition and commitment to excel in their studies. There is also a widespread interest in expanding the range of elective courses available to students. Similarly, students expressed enthusiasm for increasing opportunities to participate in educational field trips. Notably, an overwhelming majority of students, 81.4%, expressed satisfaction with their experience at KEY Academy, indicating a strong sense of belonging and contentment within the school community.
Community at Large	Held monthly Board of Directors meetings during the 2024-2025 school year to discuss topics related to the LCAP. On January 30, 2025, the Board of Directors met to present the LCAP Mid-Year Report. On March 27, 2025, April 24, 2025, and May 29, 2025 the

Educational Partner(s)	Process for Engagement
	Board of Directors met to discuss and finalize the language for LCAP goals.

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

Through ongoing meetings, parent forums, community surveys, and stakeholder engagement sessions, KEY Academy gathered input from a diverse range of educational partners to inform the development of the 2024–25 Local Control and Accountability Plan (LCAP). This feedback process confirmed broad support for the Charter School's existing goals and emphasized the continued importance of addressing academic disparities, supporting student wellness, and expanding family engagement. As a result, the adopted Local Control and Accountability Plan (LCAP) maintains the same core goals as those of the prior year.

While the goals remain consistent, input from educational partners has influenced refinements to specific actions, ensuring better alignment with student needs. For example, stakeholders voiced strong support for academic interventions, such as after-school homework help, small-group instruction, one-on-one mentoring, and extended learning opportunities during school breaks—all of which have been retained and strengthened in the new plan.

Additionally, parents emphasized the value of family engagement initiatives. In response, the Charter School will continue offering parent workshops and events that promote active involvement in student learning. Feedback from staff and leadership also reinforced the importance of ongoing professional development, monitoring student progress, and ensuring equitable access to a broad and inclusive course of study. These priorities are reflected in the allocation of resources and services throughout the Local Control and Accountability Plan (LCAP).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the percentage of all students, including those from low-income households and English learners, who meet or exceed expected academic performance outcomes to ensure their preparedness for high school and beyond the classroom.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal One was developed through the analysis of data from various educational partner groups, including parents, teachers, and administrators. This analysis of the Smarter Balanced Assessment Consortium (SBAC) data revealed that KEY Academy Charter School's academic performance lags behind California state averages on CAASPP testing. As part of our unwavering commitment to all students, this goal outlines our ultimate responsibility for their academic success.

To address these performance gaps, KEY Academy collaborates with all educational partners to develop progress indicators for all TK-8 students, focusing on academic competence. These indicators aim to build a robust framework for problem-solving and informed decision-making, helping students achieve both short-term and long-term goals. To support this initiative, KEY Academy is enhancing services related to teacher professional development, best-first instruction, and Multi-Tiered System of Supports (MTSS) strategies.

The school employs common internal assessments across TK-8 to continuously monitor progress. Additionally, KEY Academy is committed to employing fully credentialed teachers for all students and ensuring access to state-adopted, board-approved, standards-based instructional materials. The metrics and actions outlined will provide a clear focus for all student groups, allowing progress to be monitored every year at every level for each group. Ongoing data collection will enable us to adjust and refine our actions as needed, ensuring that we effectively serve the intended student groups and drive continuous improvement in academic outcomes.

This comprehensive approach underscores our dedication to closing the achievement gap and providing equitable educational opportunities for all students. By systematically tracking progress, differentiating lessons, and making data-driven adjustments, we aim to elevate the academic performance of every student, particularly those from historically underserved communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Distance from Standard on CAASPP ELA for all students and key student groups	Spring 2023 CAASPP ELA Scores- Distance to Standard3 (DFS) All Students - 42.6 points below standard Asian - 4.1 points above standard African American - 72.8 points below standard Filipino - 63.9 points above standard Hispanic - 46.3 points below standard White - 58.2 points below standard EL- 76.8 points below standard Socioeconomically Disadvantaged - 53 points below standard Students with Disabilities - 95.1 points below standard *There were fewer than 11 students; therefore,	Spring 2024 CAASPP ELA Scores- Distance to Standard3 (DFS) All Students- -55.0 points below standard Asian- -35.0 points below standard African American- -114.8 points below standard Filipino- -43.5 points above standard Hispanic- -62.3 points below standard White- -49.6 points below standard EL- -121.1 points below standard Socioeconomically Disadvantaged- -		CAASPP ELA Scores- Distance to Standard All Students - 32 points below standard Asian - 8 points above standard African American - 62 points below standard Filipino - 65 points above standard Hispanic - 36 points below standard White - 48 points below standard EL- 65 points below standard Socioeconomically Disadvantaged - 43 points below standard Students with Disabilities - 90	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races	58.8 points below standard Students with Disabilities- -109.4 points below standard *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races		points below standard	
1.2	Percentage Met/Exceeded CAASPP ELA for all students and key student groups	Spring 2023 CAASPP ELA Scores- Met or Exceeded State Standard Overall: 32.22% Asian - 37.5% African American - 17.24% Filipino - 75% Hispanic - 31.01% White - 28.07% EL - 46.28%	Spring 2024 CAASPP ELA Scores- Met or Exceeded State Standard Overall: 29% Asian - 37% African American - 14% Filipino - 73% Hispanic - 27% White - 27%		CAASPP ELA Scores- Met or Exceeded State Standard Overall: increase to 38.00% Asian - increase to 40.00% African American - increase to 20.00% Filipino - increase to 80.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 30.23% Students with Disabilities - 10.00% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races	EL - 3% Socioeconomically Disadvantaged - 29% Students with Disabilities - 9% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races		Hispanic - increase to 36.00% White - increase to 33.00% EL - increase to 50.00% Socioeconomically Disadvantaged - increase to 35.00% Students with Disabilities - increase to 13.00%	
1.3	Average Distance from Standard on CAASPP Mathematics for all students and key student groups	Spring 2023 CAASPP Mathematics Scores- Distance to Standard (DFS) All Students - 64.1 points below standard Asian - 0.8 points above standard African American - 95.4 points below standard Filipino - 28.8 points above standard Hispanic - 71.2 points below standard	Spring 2024 CAASPP Mathematics Scores- Distance to Standard (DFS) All Students- -69.8 points below standard Asian- -47.9 points below standard African American- -93.0 points below standard Filipino- -1.1 points below standard		Mathematics Scores- Distance to Standard (DFS) All Students - 20.1 points below standard Asian - 5 points above standard African American - 75 points below standard Filipino - 30 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 64.1 points below standard EL- 91.9 points below standard Socioeconomically Disadvantaged - 72.2 points below standard Students with Disabilities - 99.5 points below standard *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races	Hispanic- -76.3 points below standard White- -67.6 points below standard EL- -122.8 points below standard Socioeconomically Disadvantaged- -69.8 points below standard Students with Disabilities- -114.3 points below standard *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races		Hispanic - 55 points below standard White - 44 points below standard EL- 82 points below standard Socioeconomically Disadvantaged - 52 points below standard Students with Disabilities - 90 points below standard	
1.4	Percentage Met/Exceeded CAASPP Mathematics for all students and key student groups	Spring 2023 CAASPP Mathematics Scores- Met or Exceeded State Standard Overall: 22.48%	Spring 2024 CAASPP Mathematics Scores- Met or Exceeded State Standard		CAASPP Mathematics Scores- Met or Exceeded State Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian - 43.75% African American - 10.34% Filipino - 83.33% Hispanic - 18.06% White - 25.46% EL - 33.06% Socioeconomically Disadvantaged - 20.00% Students with Disabilities - 5.00% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races	Overall: 20% Asian - 21% African American - 5% Filipino - 45% Hispanic - 19% White - 24% EL - 5% Socioeconomically Disadvantaged - 20% Students with Disabilities - 11% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Native Hawaiian or Pacific Islander Two or More Races		Overall: increase to 30.00% Asian - increase to 45.00% African American - increase to 15.00% Filipino - increase to 85.00% Hispanic - increase to 23.00% White - increase to 30.00% EL - increase to 40% Socioeconomically Disadvantaged - increase to 25.00% Students with Disabilities - increase to 8.00%	
1.5	Percentage Met/Exceeded Standards on CAST Science Assessment Scores for all students and key student groups	Spring 2023 CAST Scores- Met or Exceeded State Standard Overall: 21.49% 5th Grade - 20.27%	Spring 2024 CAST Scores- Met or Exceeded State Standard Overall: 21.1% 5th Grade - 20.0%		CAST Scores- Met or Exceeded State Standard Overall: Increase to 35.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade - 23.40% Hispanic - 20.00% White - 21.43% EL - 33.33% Socioeconomically Disadvantaged - 18.67% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Asian African American Filipino Native Hawaiin or Pacific Islander Two or More Races Students with Disabilities	8th Grade - 22.2% Hispanic - 20.00% White - 17.0% EL - 0.8% Socioeconomically Disadvantaged - 15.9% *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native Asian African American Filipino Native Hawaiian or Pacific Islander Two or More Races Students with Disabilities		5th Grade - increase to 30.00% 8th Grade - increase to 32.00% Hispanic - increase to 30.00% White - 31.00% EL - increase to 40.00% Socioeconomically Disadvantaged - increase to 28.00%	
1.6	California Dashboard Local Indicator: Access to broad course of study. This measure explores whether students have access to, and are enrolled in a broad course of study,	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.					
1.7	Internal Assessments - Mathematics	Baseline being established in the 2024-2025 school year	iReady 2025 Math Spring Results Overall: 31.8% on or above grade level African American: 25% on or above grade level American Indian: 0% on or above grade level Asian: 58% on or above grade level Filipino: 55% on or above grade level Hispanic: 28% on or above grade level Pacific Islander: 22% on or above grade level Two or More Races: 63% on or above grade level White: 38% on or above grade level		iReady Math Spring Results Overall: 36% on or above grade level African American: 28% on or above grade level American Indian: 3% on or above grade level Asian: 62% on or above grade level Filipino: 58% on or above grade level Hispanic: 31% on or above grade level Pacific Islander: 25% on or above grade level Two or More Races: 66% on or above grade level White: 41% on or above grade level Socio-Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socio-Economically Disadvantaged: 30% on or above grade level English Learner: 20% on or above grade level Students with Disabilities: 13% on or above grade level		Disadvantaged: 33% on or above grade level English Learner: 23% on or above grade level Students with Disabilities: 16% on or above grade level	
1.8	Internal Assessments - English Language Arts	Baseline being established in the 2024-2025 school year	iReady 2025 ELA Spring Results Overall: 37.7% on or above grade level African American: 41% on or above grade level American Indian: 25% on or above grade level Asian: 57% on or above grade level Filipino: 50% on or above grade level Hispanic: 34% on or above grade level Pacific Islander: 55% on or above grade level		iReady ELA Spring Results Overall: 40% on or above grade level African American: 43% on or above grade level American Indian: 28% on or above grade level Asian: 60% on or above grade level Filipino: 53% on or above grade level Hispanic: 37% on or above grade level Pacific Islander: 58% on or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 60% on or above grade level White: 42% on or above grade level Socio-Economically Disadvantaged: 37% on or above grade level English Learner: 24% on or above grade level Students with Disabilities: 12% on or above grade level		Two or More Races: 63% on or above grade level White: 45% on or above grade level Socio-Economically Disadvantaged: 40% on or above grade level English Learner: 27% on or above grade level Students with Disabilities: 15% on or above grade level	

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.

All planned actions under Goal 1 were fully implemented during the 2024–2025 school year. This goal focused on increasing student achievement in English Language Arts and Mathematics, with an emphasis on improving outcomes for low-income students, English learners, and students with disabilities. While implementation was largely consistent with original plans, some adjustments and expenditure variations occurred to better meet student needs and expand access to services.

Overall Implementation Summary:

- Testing Coordinator (1.1): A dedicated coordinator was rehired to manage state and local assessments, ensuring full compliance with reporting timelines and improving assessment logistics.
- Curriculum and Textbooks (1.2): Expenditures slightly exceeded the initial budget due to increased third-grade enrollment and the early purchase of materials in preparation for the upcoming school year.
- Educational Software (1.3): Spending came in significantly under budget as the school consolidated its technology platforms and maximized existing software licenses.

- Reading and Math Assessments (1.4): Costs exceeded projections due to the adoption of the i-Ready assessment system, which offered more robust and CAASPP-aligned data to support Response to Intervention (RTI) efforts and targeted instruction.
- Math and Literacy Interventionists (1.5 & 1.6): Although both positions were eventually fully staffed, additional contracted interventionists were hired to expand services and reduce student-to-staff ratios. These strategic investments resulted in expenditures exceeding the original budget.
- Special Education Staff (1.7): Spending rose significantly to address the needs of a growing population of students with IEPs, requiring additional staffing and services.
- Instructional Aides (1.8): More aides were hired to provide in-class and small-group support for low-income students, thereby contributing to differentiated instruction during core and intervention blocks.
- Saturday Program (1.9): Implemented as planned and provided consistent academic support to targeted students throughout the year.
- Fall, Winter, and Spring Intensive Tutoring (1.10): Participation exceeded expectations. To accommodate increased demand, more contracted tutoring support was secured, resulting in higher-than-anticipated costs. This program was entirely contracted out to ensure consistent and effective delivery.
- Summer Enrichment Program (1.11): Successfully implemented, but with lower-than-expected expenditures. The program was offered for only two weeks instead of the initially planned five weeks, and staffing and facilities were scaled accordingly. Resources saved were redirected to expand fall, winter, and spring tutoring.
- After School Program (1.12): Participation and staffing increased slightly, resulting in higher-than-anticipated costs. The program continued to provide valuable academic and enrichment opportunities beyond the school day.
- Transitional Kindergarten (1.13): TK services were delivered as planned, serving 4-year-old students with minimal variance between projected and actual expenditures.
- Student Technology Devices (1.14): The school invested more than planned in updating and replacing student laptops to ensure every student had reliable access to instructional technology.
- IT Support Specialist (1.15): The addition of both a full-time and part-time IT support specialist significantly enhanced the school's ability to address technical issues and maintain digital learning platforms. This expanded support contributed to higher actual expenditures than initially projected.

Challenges and Successes:

A significant success was the effective implementation of the i-Ready assessment platform, which enhanced formative assessment practices, provided timely data, and supported more tailored instruction. Seasonal tutoring, after-school programs, Saturday school, and TK programming all saw strong attendance and positive parent feedback.

The school's decision to contract additional literacy and math interventionists improved student access to small-group instruction and mitigated some of the staffing limitations experienced earlier in the year.

However, challenges in recruiting qualified intervention staff at the beginning of the year impacted initial service delivery. While instructional aides and special education personnel were hired, staffing shortages and turnover limited consistency in some classrooms. Additionally, although math and literacy interventionist roles were ultimately filled through contracted services, the school initially struggled to find permanent staff for these roles.

Meanwhile, the integration of both a full-time and a part-time contracted IT specialist significantly improved the school's ability to resolve technology issues efficiently and enhanced digital access for both students and teachers.

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.

While all planned actions under Goal 1 were fully implemented, several material differences emerged between budgeted and actual expenditures. These variances were primarily due to strategic mid-year decisions designed to better address student learning needs and enhance instructional support based on evolving enrollment trends and assessment data.

Key Increases in Expenditures Included:

- Math and Literacy Interventionists (Actions 1.5 & 1.6): Additional contracted interventionists were hired to expand instructional support and reduce student-to-staff ratios. This enabled more targeted, data-driven small group instruction, especially for students performing below grade level.
- Special Education Staffing (1.7): Costs increased due to a rise in students with IEPs. Additional related service providers and instructional aides were hired to meet mandated service minutes and ensure compliance with individual plans.
- Instructional Aides (1.8): More aides were hired to support differentiated instruction, particularly for low-income students. These aides were deployed in push-in and small-group models to enhance instructional access and academic progress.
- Fall, Winter, and Spring Intensive Tutoring (1.10): Contracting out this program allowed for increased staffing capacity and greater flexibility. Participation expanded significantly across intersession periods, leading to higher-than-expected costs but also broader student access to targeted support.
- Reading and Math Assessments (1.4): Implementation of the i-Ready diagnostic platform resulted in higher-than-budgeted expenditures due to licensing, staff training, and integration support. However, the tool provided valuable, standards-aligned data to guide instruction and interventions.
- After School Program (1.12): Slightly higher expenditures were incurred due to increased student participation and the need for extended staffing hours to maintain quality and safety standards.
- Student Technology Devices (1.14): Additional computers were purchased for students in kindergarten, third grade, and sixth grade. Increased enrollment in third grade led to higher device needs, and select teacher devices were upgraded to ensure instructional continuity and compatibility with new platforms.
- IT Support Specialist (1.15): Hiring both a full-time and part-time contracted IT specialist improved the school's ability to troubleshoot technical issues and ensure digital access for all students and staff. This enhanced the functionality of classroom technology and reduced disruptions to learning.

Areas with Lower-than-Expected Expenditures Included:

- Educational Software (1.3): Expenditures were reduced by consolidating platforms, eliminating redundant tools, and maximizing the use of existing licenses.
- Summer Enrichment Program (1.11): The program was offered for a shorter duration—two weeks instead of a longer session—resulting in lower operational and staffing costs while still meeting student needs.

KEY Academy strategically reallocated funds to support areas with the greatest impact on student outcomes, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students. While some actions exceeded initial budget projections, these adjustments were purposeful and directly tied to enhanced service delivery. The expansion of tutoring, intervention support, and digital infrastructure reflects the school's ongoing commitment to equity, responsiveness, and student-centered resource allocation.

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

Overall, the majority of implemented actions have been effective in advancing the goal of improving academic performance for all students, particularly English learners, students with disabilities, and those from low-income households. A multifaceted approach—including expanded staffing, strategic use of data, and increased instructional time—enabled the school to provide more responsive, targeted support.

The addition of Math and Literacy Interventionists, along with contracted interventionists, allowed for more individualized instruction and reduced student-to-staff ratios. This investment supported small-group instruction aligned with student needs, especially in ELA and Math. The i-Ready diagnostic platform enhanced the school's assessment infrastructure, providing real-time data to identify learning gaps early and inform instructional decisions across classrooms.

Programs such as Saturday School, After-School Tutoring, and Fall, Winter, and Spring Intensive Intervention were highly effective in providing additional instructional minutes beyond the core day. These programs helped reinforce essential skills and offered flexible intervention windows for students performing below grade level. Although the Summer Enrichment Program was shorter than originally planned, it still played a key role in mitigating summer learning loss.

The continued implementation of Transitional Kindergarten (TK) also supported the development of early literacy and numeracy skills, better preparing students for success in kindergarten and beyond. Meanwhile, Instructional Aides and expanded Special Education staffing enabled greater differentiation and more consistent support for students requiring additional scaffolding, particularly within inclusive classroom settings.

Technology investments—including updated student and teacher devices and the hiring of both a full-time and part-time IT Specialist—significantly improved access to digital tools, instructional platforms, and assessment systems, supporting more efficient and engaging learning environments.

While these efforts collectively laid a strong foundation for academic improvement, the need for sustained intervention support remains a key area of focus. Gaps in instructional staffing, particularly earlier in the year, limited the full potential impact of some initiatives. Continued investment in intervention staff and differentiated instructional supports will be essential to accelerate learning and ensure equitable outcomes—especially for the most at-risk students.

In summary, KEY Academy's targeted and responsive actions under Goal 1 have meaningfully supported student learning and created a stronger academic support structure. These efforts will need to be maintained and expanded to ensure continued growth and long-term academic success.

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

Based on reflection and evaluation of prior practice, KEY Academy has made a few strategic adjustments to how specific actions are structured and funded. While the overarching goal, associated metrics, and target outcomes remain unchanged, the following refinements have been made to improve implementation clarity and align expenditures with funding sources:

- Action 1.6 (Academic Improvement – Literacy Interventionist) was split to incorporate a portion of Learning Recovery Loss Funds in recognition of the continued need for targeted literacy support as students recover from instructional disruptions. This adjustment allows for clearer budgeting and tracking of expenditures tied to learning acceleration efforts.
- Action 1.8 (Instructional Aides) was divided into separate actions to better reflect the use of multiple funding sources supporting aide staffing. This includes differentiating between base, supplemental, and other state or federal funds. The change allows for improved transparency in how resources are allocated to support student subgroups, particularly low-income students and English learners.
- Action 1.10 (Fall, Winter, Spring Intensive Tutoring Program) was also split to differentiate expenditures funded through distinct sources. This ensures accurate accounting of how resources are leveraged to expand academic interventions during school breaks and intersessions.

These adjustments were made to strengthen alignment between funding and programming, facilitate improved reporting, and ensure continued support for high-impact interventions. No changes were made to the overall goal, metrics, or target outcomes, as stakeholder feedback and performance data reaffirmed the importance and relevance of the current goal structure.

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	Testing Coordinator	Oversee and manage all aspects of standardized testing and assessments within the school. This involves coordinating logistics, ensuring compliance with state and federal regulations, and supporting both students and staff throughout the testing process. Additionally, monitor the academic success of students in ELA and math by supporting the school with data-driven collaborations.	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum and Textbooks	Adopt and matain standards-aligned curriculum. Provide every student with CCSS-aligned instructional materials (text and online). Many textbooks have multi-year subscriptions.	$67,500.00	No
1.3	Educational Software	Purchase educational software to support student learning (i.e. IXL, Lexia, Starfall, etc.). Many programs have multi-year subscriptions.	$5,000.00	No
1.4	Reading and Math Assessments to Support RTI	Educational software licences in ELA and Math to assess student progress on grade level standards (i-Ready & Gold Assessments)	$10,000.00	No
1.5	Academic Improvement - Math Interventionist	A math interventionist will work with middle school teachers and students to help struggling students achieve grade-level proficiency in mathematics.	$218,401.00	Yes
1.6	Academic Improvement-Literacy Interventionist (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	Literacy interventionists will work with teachers and students to help struggling students achieve grade-level proficiency in English Language Arts.	$318,745.00	Yes
1.7	Academic Improvement-Literacy Interventionist	A literacy interventionist will work with teachers and students in grades TK-3 to help struggling students achieve grade-level proficiency in English Language Arts.	$68,717.00	No
1.8	Special Educational Staff	Contract Special Education providers (i.e. speech therapists, occupational therapist, psychologists, etc.) and a SPED Director to support the SPED program.	$870,777.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Instructional Aides	Hire instructional aides to support and expand student learning in their classrooms.	$131,922.00	No
1.10	Instructional Aides (*Part of this action is contributing and is therefore listed twice in the LCAP.)	Hire instructional aides to support and expand student learning in their classrooms.	$484,593.00	Yes
1.11	Saturday Program	Continue a Saturday program for at promised students that reinforces basic academic skills. The program will also provide a structured time where students can make-up work they missed due to low attendance.	$90,427.00	Yes
1.12	Fall, Winter, Spring, Intensive Tutoring Program	Provide intensive tutoring to close achievement gaps during extended school breaks. Instructional sessions are provided by an outside contracted provider.	$427,968.00	No
1.13	Summer Enrichment Program	Provide enrichment activities and tutoring during the summer break. Instructional sessions are provided by an outside provider.	$140,000.00	No
1.14	Summer Enrichment Program (*Part of this action is contributing and therefore, is listed twice in the LCAP)	Provide enrichment activities and tutoring during the summer break. Instructional sessions are provided by an outside provider.	$530,000.00	Yes
1.15	After School Program	Provide an after-school program that enhances the number of targeted intervention groups and offers enrichment activities (stipends for staff participating in the program)	$189,935.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Transitional Kindergarten	Continue to provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten program to build school readiness skills and a strong learning foundation for success in Kindergarten and beyond. KEY Academy will continue to develop the program as California moves towards statewide expansion to Universal Transitional Kindergarten.	$373,952.00	No
1.17	Student Technology Devices	Maintain a 1-to-1 device ratio for students. Computers will be replaced in grades K, 3rd, and 6th. If needed, provide students with hotspots to improve Wi-Fi at home. The cost includes ongoing expenditures for additional computer replacements and technology infrastructure.	$155,450.00	No
1.18	Provide IT Support Specialist	Provide 1.5 IT Support Specialists to ensure all students and teachers can access online resources, curriculum, and support to use all programs and devices.	$382,800.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a support system for our English Learners (EL) that provides challenging, grade-appropriate instruction. Ensure they have equal access to high-quality, inclusive academic programs that incorporate culturally relevant teaching and are responsive to their language needs.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Developing a clear and focused goal for English Learners (EL) is crucial to ensuring all students have equal opportunities for academic success and personal growth. English Learners face unique challenges in achieving English proficiency while mastering grade-level academic content. Without targeted support, they risk falling behind, which can impact their educational and career prospects in the long term. By setting a well-defined EL goal, we can effectively tackle these challenges with tailored instructional strategies, culturally and linguistically responsive teaching practices, and ongoing professional development for educators. This goal aims to close the achievement gap, foster cultural and global competence, and prepare EL students to become active, informed, and globally-minded citizens. Additionally, it aligns with our commitment to creating an inclusive and supportive learning environment where every student can thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Summative ELPAC Results & CA Dashboard Data Summative ELPAC Results	2022-2023 Summative ELPAC Results (percentage of students at each ELPI Level Level 1: 11.11% Level 2: 39.29%	2023-2024 Summative ELPAC Results (percentage of students at each ELPI Level		Summative ELPAC Results (percentage of students at each ELPI Level Level 1: 9.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 3: 36.11% Level 4: 13.49% 2022-2023 Dashboard Data 43.7% making progress toward English language proficiency 33% maintained ELPI levels 23.3% decreased at least 1 ELPI Level 42.7% progressed at least 1 ELPI Level	Level 1: 11.0% Level 2: 36.3% Level 3: 40.8% Level 4: 11.8% 2023-2024 Dashboard Data 55.4% making progress toward English language proficiency 27.2% maintained ELPI levels 17.4% decreased at least 1 ELPI Level 55.4% progressed at least 1 ELPI Level		Level 2: 37.00% Level 3: 39.00% Level 4: 15.00% 2022-2023 Dashboard Data 47% making progress toward English language proficiency 32% maintained ELPI levels 20% decreased at least 1 ELPI Level 43% progressed at least 1 ELPI Level	
2.2	CA Dashboard Data	2022-2023 Dashboard Data for EL ELA: 76.8 points below standard Math: 91.9 points below standard Chronic Absenteeism: 36.3% Suspension: 1.4%	2023-2024 Dashboard Data for EL ELA: 90 points below standard Math: 100.4 points below standard Chronic Absenteeism: 27.7% Suspension: 0.7%		Dashboard Data for EL ELA: 65 points below standard Math: 80 points below standard Chronic Absenteeism: 30.00% Suspension: 1.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage Met/Exceeded Standards on CAST Science Assessment Scores	0.0% of EL's met or exceeded the standard for science	0.0% of EL's met or exceeded the standard for science		37% of EL's met or exceeded the standard for science	
2.4	Long-Term English Learner Data	2022-2023 Dataquest Number of LTEL: 26	2023-2024 Dataquest Number of LTEL: 31		Dataquest Number of LTEL: 16	
2.5	Reclassification	2022-2023 Dataquest Number of RFEP: 83	2023-2024 Dataquest Number of RFEP: 108		Dataquest Number of RFEP: 90	

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.

All planned actions under Goal 2 were fully implemented during the 2023–2024 school year, supporting the academic growth and language development of English Learners (ELs). These actions focused on strengthening instructional services, program coordination, and communication to ensure EL students received high-quality, targeted support.

- EL Teachers (2.1 & 2.2): EL teachers were successfully hired to deliver both designated and integrated English Language Development (ELD) instruction. These educators played a vital role in aligning language development support with grade-level content and tailoring instruction to meet individual student needs. Lessons incorporated scaffolded strategies and culturally relevant materials to promote language acquisition and academic achievement.
- EL Coordinator (2.3): The school expanded its investment in this role, which significantly enhanced program oversight. The EL Coordinator monitored student progress, ensured compliance with state mandates, facilitated staff training, and helped guide instructional decision-making. The higher-than-budgeted expenditure reflects the addition of a contracted support staff member to further strengthen capacity.
- Translation Services (2.4): Translation services were fully implemented, ensuring equitable access to academic information and school communication for multilingual families. These services supported improved engagement, increased trust, and fostered stronger partnerships between families and the school community.

A major success was the strong collaboration between EL and general education staff, which improved instructional alignment and ensured continuity of support across classrooms. The EL team effectively used data to guide instruction, monitor student progress, and support timely reclassification. These efforts contributed to measurable improvements in English Learner outcomes, including an increase in reclassification rates and growth on the ELPAC. There were no significant challenges or deviations from the planned actions, and the implementation of Goal 2 was both comprehensive and impactful.

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.

While all actions under Goal 2 were implemented as planned, there was a material difference between budgeted and actual expenditures for Action 2.3 (EL Coordinator). Actual costs were significantly higher than projected due to the strategic decision to contract additional support to expand program oversight and capacity. This investment allowed the EL Coordinator to more effectively monitor student progress, provide staff support, and ensure compliance with state mandates—ultimately strengthening instructional services for English Learners. All other actions were implemented in alignment with their budgeted expenditures.

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

The actions implemented to support English Learners (ELs) at KEY Academy have been effective in advancing progress toward the goal of ensuring equitable access to rigorous, grade-level instruction and inclusive academic programming.

The hiring of EL teachers (Actions 2.1 and 2.2) provided consistent and targeted designated and integrated ELD instruction, enabling differentiated support that met students' individual language development needs. These educators played a central role in delivering scaffolded lessons and small-group support, which contributed to measurable gains in student engagement, confidence, and English language proficiency.

The EL Coordinator (Action 2.3) has had a powerful impact on program effectiveness. The expansion of this role includes contracted support, enhanced oversight, progress monitoring, and instructional alignment. This leadership has empowered general education staff to implement ELD strategies more effectively, and teachers report increased confidence in using culturally responsive and linguistically appropriate practices.

Translation services (Action 2.4) also proved effective in strengthening communication with multilingual families. Timely translation of academic and school-related information helped ensure that all families had equitable access to resources, supporting stronger engagement and trust within the school community.

Overall, these actions collectively strengthened EL support systems and contributed to improvements in reclassification rates, ELPAC performance, and the overall quality of instruction for English Learners. Continued emphasis on professional development, data-informed practices, and collaborative planning will be essential to sustaining and deepening this progress.

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

No changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	EL Teachers	Continue to recruit, hire, and retain qualified, reflective, and culturally sensitive EL teachers to ensure regular and individual contact with a focal group of high-risk students.	$115,424.00	Yes
2.2	EL Teachers (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	Continue recruiting, hiring, and retaining qualified, reflective, and culturally sensitive EL teachers to maintain regular, individual contact with a focus group of high-risk students.	$83,919.00	No
2.3	EL Coordinator	Hire an EL Coordinator to provide coaching and support to EL teachers. The EL Coordinator meets regularly with EL teachers as a group and individually to collaborate and develop their professional skills. The EL Coordinator also assists with the school's reclassification processes and administers the English Language Proficiency Assessment for California (ELPAC).	$268,821.00	Yes
2.4	Translation Services	Provide translation and interpretation services for families of English Learners.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create an engaging, clean, healthy, and safe environment that supports learning by addressing the physical, emotional, and safety needs of all students and staff through targeted actions and services.	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)

An explanation of why the LEA has developed this goal.

We developed this goal to address the pyramid of student needs essential for solid academic achievement. Educational research (Fredrickson, 2013; Marzano, 2006) emphasizes that academic success for all learners hinges on a strong school and classroom culture. However, our data shows that not all groups are progressing at the same rate as their peers.

To address these disparities, our goal is to promote a positive learning environment where students appreciate different opinions and perspectives. Therefore, we have adopted Conscious Discipline to support empathy and conflict resolution, fostering integrity and respect.

Moving forward, we need to continue implementing a multi-tiered system of supports (MTSS) to provide a framework for addressing diverse student needs through different levels of intervention. In the classroom, our focus is on improving Tier One interventions to reduce off-task behavior and disengagement. Additionally, we plan to establish processes for reintegrating students needing additional support without disrupting other students' learning (Tier Two interventions). Furthermore, we are developing interventions for our most challenging learners (Tier Three interventions). We believe these measures will significantly improve our educational system and foster a more positive, engaging, and inclusive learning environment.

Recognizing that motivation to learn is crucial, we understand that students come to us with varying levels of intrinsic motivation. Building relationships with students requires a significant emotional investment from staff, and we are aware of the challenges of compassion fatigue, burnout, and stress that impact our ability to maintain consistent, socially, and emotionally supportive environments. All school staff, from teachers to clerks to custodians, play a vital role in building and leveraging relationships to improve achievement.

Additionally, we acknowledge that teacher stress is often related to managing adverse student behavior. Therefore, this goal focuses on monitoring and developing skills to prevent stress and burnout while improving staff morale. Lastly, all students will receive instruction in well-maintained facilities, including classrooms, fields, and co-curricular areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities. This measure is reported locally through the California Dashboard as "standard met" or "standard not met." This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe,clean and functional school facilities.	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	
3.2	CA Dashboard Suspension Rate	2023 California Dashboard All Students - 0.8% suspended at least one day African American - 0% suspended at least one day Hispanic -0.7% suspended at least one day Native Hawaiin or Pacific Islander - 0%	2023 California Dashboard All Students - 0.8% suspended at least one day Asian - 0% suspended at least one day African American - 0% suspended at least one day Hispanic -0.5% suspended at least one day			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least one day White - 1.2% suspended at least one day EL- 1.4% suspended at least one day Low SES - 0.7% suspended at least one day Students with Disabilities - 0% suspended at least one day *There were fewer than 11 students therefore, no data was displayed for privacy American Indian or Alaska Native, Asian, Filipino, Long-Term EL, Two or more Races, Pacific Islander	White - 1.2% suspended at least one day EL- .7% suspended at least one day Low SES - 0.6% suspended at least one day Students with Disabilities - 0% suspended at least one day *There were fewer than 11 students therefore, no data was displayed for privacy American Indian or Alaska Native, Filipino, Long-Term EL, Two or more Races, Pacific Islander			
3.3	Overall Attendance Rate	93% attendance rate.	93% attendance rate.		Maintain a 94% attendance rate.	
3.4	CA Dashboard Chronic Absenteeism Rate	2023 California Dashboard 32% chronically absent Asian - 27.8% chronically absent	2024 California Dashboard 25.7% chronically absent		California Dashboard 25% chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 22.2% chronically absent Filipino - 33.3% chronically absent Hispanic - 33.3% chronically absent Native Hawaiin or Pacific Islander - 9.1% chronically absent Two or More Races - 36.8% chronically absent White - 35.8% chronically absent EL- 36.3% chronically absent Low SES - 32.4% chronically absent Students with Disabilities - 27.3% chronically absent *There were fewer than 11 students therefore, no data was displayed for privacy American Indian or Alaska Native	Asian - 22.2% chronically absent African American - 22.0% chronically absent Hispanic - 25.5% chronically absent White - 35.8% chronically absent EL- 27.73% chronically absent Low SES - 24.8% chronically absent Students with Disabilities - 13.2% chronically absent *There were fewer than 11 students; therefore, no data was displayed for privacy American Indian or Alaska Native, Filipino, Long-Term EL, Two or more races, Pacific Islander		Asian - 23% chronically absent African American - 18% chronically absent Filipino - 30% chronically absent Hispanic - 30% chronically absent Native Hawaiin or Pacific Islander - 7.0% chronically absent Two or More Races - 33% chronically absent White - 33% chronically absent EL- 33% chronically absent Low SES - 29% chronically absent Students with Disabilities - 25% chronically absent	
3.5	Student Survey	2023-2024 Student Survey (Internal Data)	2024-2025 Student Survey (Internal Data)		Increase the percentage of students feeling safe at school by 7% to 90%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of students that feel safe at school: 83.7%	Percent of students that feel safe at school: 92.5%			
3.6	Student Survey	2023-2024 Student Survey (Internal Data) Percent of students that report being happy to be at our school: 86.5%	2024-2025 Student Survey (Internal Data) Percent of students who report being happy to be at our school: 81.4%		Increase the percentage of students reporting being happy to be at KEY Academy by 10% to 96.5%.	
3.7	Student Survey	2023-2024 Student Survey (Internal Data) Percent of students that feel that peers treated them with respect: 84.4%	2024-2025 Student Survey (Internal Data) Percent of students who feel that peers treated them with respect: 88.8%		Increase the percentage of students feeling that peers treat them with respect by 10% to 94.4%.	

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.

All planned actions under Goal 3 were either fully or substantially implemented during the 2024–2025 school year. This goal focused on promoting student well-being, safety, and engagement through a combination of health, counseling, family outreach, and enrichment programming.

Overall Implementation Highlights:

- Health Services (3.1): Health services were consistently provided throughout the year, supporting routine care, health screenings, and student wellness.
- Counseling and Social-Emotional Support (3.2 & 3.3): Counseling services were fully implemented. The school contracted for 2.5 Student Support Coordinators (3.4) to meet the increasing needs of students for mental health and behavioral support. These roles involved providing individual and small-group counseling, facilitating family outreach, and collaborating with teachers to support students with social-emotional or behavioral challenges.
- Family Support (3.6): A Family Support Coordinator worked closely with caregivers to connect them with critical resources, including clothing, food, technology access, and housing referrals. This role played a vital part in removing non-academic barriers to learning.
- Attendance and Engagement (3.5): The school significantly expanded its efforts in this area, resulting in higher-than-budgeted expenditures. In addition to ongoing outreach and incentive programs, the school contracted a dedicated staff member to conduct home visits, improving engagement and helping re-establish connections with chronically absent students and their families. These strategies contributed to a measurable decrease in chronic absenteeism.
- Social-Emotional Curriculum (3.7): SEL instruction was implemented, with two teacher leads supporting rollout and classroom integration. However, additional training and time are needed to ensure consistent, schoolwide implementation.
- Student Enrichment and Activities (3.8–3.10): Field trips, extended childcare, and art programs were fully operational and well-attended, providing students with valuable experiences beyond core academics.
- Music Program (3.12): Although the school was unable to hire a dedicated music teacher, music was offered in the after-school program as an alternative. A fully integrated music program remains a priority as staffing permits.
- Facilities and Maintenance (3.13–3.15): Increased investment in custodial services and maintenance supported a cleaner and safer school environment. While facility rent was lower than projected, maintenance costs were higher due to increased repair needs.

A key success was the increased capacity to provide social-emotional and mental health services, especially through the use of multiple student support coordinators. The expansion of attendance and engagement strategies, including home visits, also contributed to improved student outcomes. However, challenges included staffing shortages—particularly in music—and the need for continued development of SEL practices across all classrooms.

In summary, KEY Academy made meaningful progress in fostering a safe, inclusive, and engaging school environment. Most actions were implemented as planned, with resource adjustments made as needed to meet emerging student needs. Continued investment in staffing, social-emotional learning (SEL) development, and enrichment offerings will be crucial to further advancing this goal in the coming year.

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.

While most actions under Goal 3 were implemented as planned, several material differences occurred between the budgeted and actual expenditures due to evolving student needs and strategic mid-year adjustments.

Key areas of increased expenditures included:

- Action 3.5 – Attendance and Engagement Strategies: Actual expenditures were significantly higher than projected. The increase was due to the decision to contract a dedicated staff member to conduct home visits and provide additional outreach support. This

expansion allowed for deeper engagement with chronically absent students and their families, which contributed to a notable reduction in chronic absenteeism.

- Action 3.15 – Custodial Services and Cleaning Supplies: Costs exceeded projections due to increased facility use, expanded enrollment, and a greater need for custodial staffing and cleaning supplies to maintain a healthy and safe environment.
- Action 3.4 – Student Support Coordinator: Although the budget matched projected expenditures, the school strategically contracted 2.5 Student Support Coordinators to meet growing mental health and behavioral needs, ensuring full implementation of the service at a broader scale.

Areas with lower-than-expected expenditures included:

- Action 3.12 – Music Program: The school was unable to hire a dedicated music teacher as planned. As a result, a music component was offered only through the after-school program, resulting in no expenditures recorded under this action during the school day.
- Action 3.13 – Facility Rent & Utilities: Rent and utility expenses came in under budget due to cost efficiencies in leasing agreements and lower-than-anticipated utility usage.

Overall, the percentage of improved services likely increased beyond initial projections due to expanded staffing for student and family support, additional engagement efforts, and enhanced attendance outreach.

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

The actions implemented under Goal 3 have been largely effective in creating a clean, safe, healthy, and engaging learning environment that supports the physical, social, and emotional well-being of students and staff. Internal measures indicate improvement in key areas, including access to health services, mental health counseling, and academic and behavioral supports delivered through an expanded student support team.

The hiring of 2.5 Student Support Coordinators and a Family Support Coordinator significantly strengthened the school's capacity to provide targeted interventions, support family needs, and respond to student wellness concerns. Additionally, contracting a staff member to conduct home visits helped improve relationships with families and contributed to reductions in chronic absenteeism. These efforts have deepened trust and engagement between the school and families.

Enrichment programs, including extended childcare, after-school activities, art, and field trips, were successfully implemented and positively influenced student engagement and school culture. Facility repairs and increased custodial staffing improved the physical environment's safety and cleanliness, which has been consistently noted in family and staff feedback.

However, despite these successes, student survey data indicated a slight decline in the percentage of students reporting that they feel happy at school. This suggests that while foundational supports are in place, additional efforts are needed to enhance students' emotional connection and sense of belonging. The social-emotional learning (SEL) curriculum was introduced with designated teacher leads, but further development and schoolwide integration are required. Expanding student-led activities and leadership opportunities will be critical in addressing this gap and fostering a stronger sense of connection among students.

Overall, the actions taken under Goal 3 have made meaningful progress toward supporting a positive and inclusive school climate. Moving forward, continued investment in SEL, student voice initiatives, and inclusive programming will be essential to ensure that all students not only feel safe and supported—but also seen, heard, and valued.

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

Based on reflections from the 2024–2025 school year, the only change made to Goal 3 involves refining the implementation of the Student Support Coordinator role. For the 2024–2025 school year, this action has been split into two parts to reflect differentiated funding sources and more clearly delineate service delivery.

Specifically, KEY Academy will continue contracting out a portion of student support services while also hiring an in-house Student Support Coordinator to provide more consistent, on-site support. The in-house position will be funded using Learning Loss Recovery Funds. This shift aims to improve service continuity, enhance direct support for students, and strategically allocate resources based on available funding.

No other changes were made to the goal statement, metrics, target outcomes, or remaining actions.

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	Health Services	To continue to ensure the health and well-being of our students, we will contract health services vendor to provide periodic health consult on administering an outside v screening and in medicine.	$10,956.00	No
3.2	Counseling and Social-Emotional Support Services (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	Hire counselors to provide counseling programs and resources for students needing intervention and social-emotional support.	$51,558.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Counseling and Social-Emotional Support Services	Hire counselors to provide counseling programs and resources for students needing intervention and social-emotional support.	$257,790.00	Yes
3.4	Student Support Coordinator (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	Contract Student Support Coordinators to oversee a Multi-Tiered Systems of Support program. Offer universal support in the classroom for all students, targeted support for some students with short-term specific goals, or intensive support and evaluation for a few students. The Coordinator also develops and maintains 504 plans to ensure children succeed in school.	$260,000.00	Yes
3.5	Student Support Coordinator (in-house)	Hire a Student Support Coordinator to oversee a Multi-Tiered Systems of Support program. Offer universal support in the classroom for all students, targeted support for some students with short-term specific goals, or intensive support and evaluation for a few students. The Coordinator also develops and maintains 504 plans to ensure children succeed in school.	$122,072.00	No
3.6	Attendance and Engagement Strategies	An attendance coordinator will monitor attendance and develop strategies that stress the connection between attendance and academic success. Strategies include: sending home letters, making home visits to discuss attendance or behavior issues with parents, verifying student addresses, and conducting truant student or well checks.	$183,855.00	Yes
3.7	Family Support Coordinator	The Family Support Coordinator focuses on closely collaborating with families of low-income students to provide comprehensive support, resources, and advocacy. This includes bridging communication between home and school, organizing workshops and events, and facilitating connections with community resources for housing, healthcare, and financial assistance. The Coordinator assists families with enrollment, coordinates access to community resources, including emergency food and housing referrals, provides school supplies, backpacks, and clothing as needed, offers transportation support, and connects families with onsite school support services. Additional funding is allocated for necessary materials, supplies, and services to enhance support initiatives further.	$136,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Social-Emotional Curriculum	Conscious Discipline is a comprehensive classroom management program and social-emotional curriculum. We have designated lead teachers to lead this initiative.	$7,805.00	Yes
3.9	Access to Extra-Curricular and Co-Curricular Activities i.e. Field Trips	Provide access and transportation for students to participate in extracurricular and co-curricular extension and enrichment programs, such as field trips. These increased opportunities are intended to benefit unduplicated students, primarily low-income students, who may not have the same access to such opportunities outside of school.	$34,612.00	No
3.10	Student Activities	Continue to provide various student clubs (i.e., Yearbook Club, Chess Club, and Student Council). These activities complement what students learn in school and support intellectual, emotional, social, moral, creative, and physical development.	$19,686.00	No
3.11	Extended Childcare Program	Provide an extended after-school program that extends until 6 PM.	$256,691.00	No
3.12	Art Program	Offer an art program that provides students with a dynamic and comprehensive artistic education, encompassing a variety of mediums such as drawing, painting, sculpture, and digital art. Students are encouraged to explore their creativity, develop technical skills, and express themselves through artwork. This program fosters creativity, critical thinking, and problem-solving abilities. Engaging in the arts enhances students' fine motor skills, visual learning, and cultural awareness. Students develop a deeper appreciation for the visual arts, build confidence, and gain valuable skills that support their overall academic and personal growth.	$90,548.00	No
3.13	Music Program	Offer a comprehensive and engaging musical education that includes vocal music, music theory, and performance classes. Students can join the choir	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and perform in concerts and events. This program fosters creativity, discipline, and teamwork, enhancing students' cognitive abilities and emotional expression. Music education has been shown to improve academic performance, boost self-confidence, and develop critical thinking skills. By participating in our music program, students gain a deeper appreciation for the arts and cultivate lifelong skills that extend beyond the classroom.		
3.14	Facility Rent & Utilities	Provide a building to house our student body.	$308,536.00	No
3.15	Facility Maintenance	Maintain repairs and maintenance to sustain safe and clean facilities in good repair	$15,000.00	No
3.16	Custodial Services & Cleaning Supplies	Provide custodians to clean daily/nightly to maintain a clean learning environment. Provide the necessary cleaning supplies to ensure a clean and safe school environment.	$327,350.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit, develop, and retain highly qualified, diverse, and effective staff. Staff will continually reflect on their practice and participate in ongoing professional development to strive to provide academic and social-emotional needs for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal Four was created to support Goal One, which is focused on preparing students to meet or exceed academic standards. This aligns with one of KEY Academy's core values: the importance of faculty. We developed this goal because culturally responsive teaching is crucial for our students' success. Therefore, it is essential to recruit, develop, and retain highly qualified and diverse staff to create a learning environment where all students can thrive. Research has shown that effective teachers play a key role in enhancing student achievement and fostering a positive school culture. As a result, we prioritize recruiting educators who align with our philosophy. In addition, a diverse staff brings valuable perspectives that enrich the learning experience, promoting equity and inclusion. Retaining experienced staff ensures stability and continuity, while ongoing professional development keeps educators current with best practices. By focusing on these efforts, we are committed to providing our students with the highest quality education in a supportive and inclusive environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Target professional learning	Ten days of required professional learning provided in the 2023-2024 school year focused on school priorities along with reserving Friday afternoons for PD and teacher collaboration: WASC, school wide	Ten days of required professional learning will be provided in the 2024-2025 school year, focusing on school priorities, with Friday afternoons reserved for		Continue to hold ten days of professional learning and reserve Friday afternoons for PD and teacher collaboration.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		writing, and Conscious Discipline.	professional development and teacher collaboration, including WASC, school-wide writing, and Conscious Discipline.			
4.2	Percent of teachers eligible for Induction and participated in the program.	100% of eligible teachers participated in the Teacher Induction program.	100% of eligible teachers participated in the Teacher Induction program.		Continue to have 100% of eligible teachers participate in the Teacher Induction program.	
4.3	Percentge of teachers that state the PD they received this year provided them with teaching strategies to meet the needs of their students better.	2023-2024 Annual Staff Survey (internal data) 63% Strongly Agree or Agree	2024-2025 Annual Staff Survey (internal data) 74% Strongly Agree or Agree		Increase the percentage of staff stating that the PD they received during the year provided them with teaching strategies to meet the needs of their students better by 12% to 75%.	
4.4	The percentage of teachers that state that, overall, I am satisfied teaching at KEY Academy.	2023-2024 Staff Survey (internal data) 68% Strongly Agree or Agree	2024-2025 Staff Survey (internal data) 88% Strongly Agree or Agree		Increase the percentage of teachers that state that overall, I am satisfied teaching at KEY Academy by 12% to 80%.	
4.5	Number of Teacher Vacancies	1 teacher vacancy	0 teacher vacancies		0 teacher vacancies	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	California Dashboard Local Indicator: Access to broad course of study. This measure explores whether students have access to, and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	
4.7	Retention Staff Rate	93% staff retention rate from the 2023-24 school year to the 2024-25 school year	91% staff retention rate from the 2023-24 school year to the 2025-26 school year		Maintain 90% retention rate.	

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.

All planned actions under Goal 4 were fully implemented during the 2024–2025 school year, with no substantive deviations from the intended plan. The goal focused on ensuring that all students had access to high-quality instruction by recruiting, developing, and retaining fully credentialed teachers and support staff. The school successfully hired appropriately assigned and fully credentialed teachers across all grade levels and expanded classified personnel—including instructional aides—to provide additional support for student learning.

A Teacher-Administrator/Support Coordinator continued to serve in a key leadership role, assisting with instructional coaching, supporting new staff, and helping maintain instructional consistency. Although the school experienced one teacher on extended leave, which led to minor differences in personnel expenditures, classroom instruction remained stable due to proactive staffing measures and leadership support.

Successes and Challenges in Implementation:

- Collaboration and Planning (4.4): Teachers received a daily prep period, which fostered strong collaboration, effective lesson planning, and thoughtful instructional reflection. This dedicated time helped foster a culture of continuous improvement and professional dialogue. However, the actual expenditures for this action came in under budget due to the staffing leave and associated cost adjustments.
- Professional Growth (4.5–4.7): Staff were encouraged to participate in professional learning through both internal sessions and external conferences. Participation in professional organizations and education-focused events allowed teachers to remain current with instructional best practices and leadership strategies. Professional development sessions were aligned to the school's academic and SEL goals.
- New Teacher Support (4.8 & 4.9): First-year teachers benefited from a robust Teacher Induction Program and were paired with experienced mentors who guided them throughout the year. Mentor stipends were underutilized compared to the initial budget due to a smaller number of new hires than projected.
- Instructional Resources (4.10): Teachers received stipends to purchase instructional materials that support classroom engagement and personalization. Although spending in this area was lower than projected, the support was well-received and helped educators tailor learning environments to meet the diverse needs of students.

Despite a few minor challenges—such as substitute coverage during staff absences and slight underspending in areas due to changes in staffing—the school's intentional and structured approach to teacher recruitment, development, and support was highly effective. Strong retention rates, instructional stability, and ongoing collaboration contributed to a positive school culture and sustained instructional quality.

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.

While all planned actions under Goal 4 were implemented as intended, several material differences between budgeted and actual expenditures emerged due to staffing shifts and adjustments in program delivery.

- Fully Credentialed Staff (4.1): Expenditures were lower than projected because one teacher was on leave for part of the year, resulting in salary savings.
- Teacher Collaboration Time (4.4): Spending was below budget due to minor fluctuations in staffing and prep period allocations across grade levels. Although the funding was underutilized, teachers consistently received dedicated time for planning and collaboration, contributing to a strong professional culture.
- Professional Development & Mentorship (4.6, 4.9): Fewer new teachers participated in the Teacher Support Program than anticipated, resulting in lower mentor stipends. Additionally, some planned external professional development sessions were modified or delivered in-house, leading to reduced costs in this area.
- Instructional Materials Stipend (4.10): Actual expenditures were lower as not all staff used the full amount of their allocated stipends for classroom materials.

Despite these variances, the school maintained high levels of instructional quality and teacher support. The estimated percentage of improved services remained strong, as core investments in staffing, professional development, and instructional leadership were fully

executed. The differences in expenditures primarily reflect efficiency gains, not a reduction in services or quality.

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

The actions taken to recruit, develop, and retain highly qualified, diverse, and effective staff have mainly been effective in making progress toward Goal 4. KEY Academy successfully hired fully credentialed teachers across all grade levels and expanded classified staffing, including instructional aides, to enhance instructional support and ensure students received consistent academic and behavioral guidance throughout the school day.

The continuation of a Teacher-Administrator/Support Coordinator played a pivotal role in strengthening instructional leadership, supporting teachers with day-to-day coaching, and improving communication between staff and the leadership team. Teachers benefited from dedicated prep time built into the daily schedule, which fostered collaboration, enhanced lesson planning, and promoted a professional culture centered on continuous improvement.

Ongoing professional development opportunities and teacher participation in external professional organizations supported growth in academic content delivery and social-emotional learning practices. New teachers received structured induction support and mentorship, which helped ease their transition into the school community and contributed to high staff retention rates. Additionally, classroom stipends enabled teachers to create engaging and personalized learning environments tailored to students' needs.

While the implementation of all actions was successful, the school faced challenges in maintaining consistent staffing for classified support roles, as well as providing substitute coverage during staff absences. Despite these minor setbacks, the comprehensive and intentional strategies led to stronger instructional practices, improved staff morale, and increased capacity to meet both the academic and social-emotional needs of students.

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

No changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Fully Credentialed and Appropriately Assigned Staff	Continue to recruit, hire, and retain qualified, reflective, and culturally sensitive classroom teachers to provide the core curriculum to all students (the budgeted amount includes only the core classroom teachers and principal). Maintain a competitive salary and benefit package for certificated staff to increase the school's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	$2,944,513.00	No
4.2	Classified Personnel	Recruit, hire, and retain qualified, reflective, and culturally sensitive employees by providing competitive salaries and benefits.	$179,229.00	No
4.3	Teacher/ Administrator Support Coordinator	Contract a Teacher/Administrator Support Coordinator to develop and maintain the teacher support program. This program provides support and training to beginning and struggling teachers/principal	$300,000.00	No
4.4	Teacher Collaboration Time	Continue to allocate time for grade-level team members to plan and review data by having elective teachers cover classes, enabling core teachers to collaborate with their teams.	$710,511.00	No
4.5	Professional Organizations	Continue to pay for memberships and dues that support charter schools and provide professional development for our educational community.	$4,363.00	No
4.6	Professional Development	Provide in-house and outside proessional development opportunites for staff.	$5,000.00	No
4.7	Conference and Travel	Provide opportunities for staff to participate in conferences, seminars, and classes to improve Instruction, student achievement, and progress monitoring.	$111,541.00	No
4.8	Teacher Induction Program	California has a two-tiered credentialing system for teachers. The second tier of preparation is a two-year job-embedded individualized induction	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		program focused on extensive support and mentoring to new teachers in their first and second years of teaching. To retain highly qualified staff, we will continue fully paying eligible teachers to participate in this program.		
4.9	Teacher Support Program (Mentors)	New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-induction support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials	$35,000.00	No
4.10	Instructional Materials Stipend	Teachers will be provided a stipend for instructional materials to enrich the classroom learning experience. These allocated funds include desks, chairs, and storage solutions to create a comfortable and organized environment. These investments ensure that students and teachers have the tools and settings to support effective teaching and learning.	$28,485.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Enhance community engagement and educational partnerships by providing two-way communication and targeted outreach to engage, inform, and foster strong connections among families and community members.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal Five closely aligns with the central aim of Goal One, which is to create optimal learning conditions, ensure equitable access, and promote positive student outcomes. Strengthening the connection between home and school is vital for our students' holistic development and academic success. This goal aims to establish partnerships that foster a collaborative environment where parents, families, and educators work together to support students' educational journey. By maintaining open lines of communication, parents are kept informed about school policies, programs, and opportunities, empowering them to participate in their child's education actively. This involvement enhances students' academic performance and contributes to their social and emotional well-being. Moreover, a robust home-to-school connection ensures educators have a deeper understanding of students' needs, enabling personalized support and interventions. Ultimately, this collaborative effort between home and school lays the foundation for the success of our students in all aspects of their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	California Dashboard Local Indicator: Parent and Family Engagement. This measure is reported locally through the California Dashboard as "standard met" or	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"standard not met". This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making. LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board, and reports to educational partners and the public through the Dashboard.					
5.2	Parents report feeling comfortable sharing thoughts and ideas at the school	Parent Annual Survey (internal data) 76% reported feeling comfortable sharing their input	Parent Annual Survey (internal data) 77% reported feeling comfortable sharing their input		Increase the percentage of parents feeling comfortable sharing their input by 10% to 86%.	
5.3	Parents report regularly receive feedback from school staff on how student progress	Parent Annual Survey (internal data) 62% reported regularly receiving feedback from school staff.	Parent Annual Survey (internal data) 82% reported regularly receiving		Increase the percentage of parents reporting regularly receiving feedback from staff by 13% to 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			feedback from school staff.			
5.4	Parent University and Coffee with the Principal	Hold quarterly Parent University and monthly Coffee with the Principal meetings.	Held quarterly Parent University and monthly Coffee with the Principal meetings.		Continue to hold quarterly Parent University and monthly Coffee with the Principal meetings.	

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.

All planned actions under Goal 5 were successfully implemented during the 2024–2025 school year, with the primary focus on enhancing parental engagement and strengthening school-community partnerships. There were no substantive differences between the planned and actual implementation of these actions, though expenditures for outreach exceeded original projections due to expanded communication efforts.

Implementation Overview:

- Parental and Community Communication Outreach (5.1): KEY Academy increased its investment in outreach strategies, resulting in actual expenditures exceeding the initially budgeted amount. This included additional translation services, updated communication tools, and expanded family events to ensure parents remained informed and engaged. Parent University sessions were held throughout the year, providing families with academic, behavioral, and wellness resources to support their children's learning at home. Although attendance was steady, leadership identified an opportunity further to expand outreach and offer sessions at more flexible times to increase access and participation.
- Student Information System (5.2): The school continued to utilize its Student Information System (SIS) to streamline communication and ensure that families had real-time access to student grades, attendance, and school updates. This system has been a key tool in promoting two-way communication and building trust between families and school staff.

Challenges and Successes:

While the SIS and Parent University workshops were practical in supporting communication and engagement, maintaining consistent family participation continued to be a challenge. Factors such as work schedules, language barriers, and competing commitments impacted attendance and involvement for some families.

Despite these challenges, KEY Academy made meaningful progress in its outreach and engagement efforts. The increased investment in communication tools and multilingual outreach contributed to more equitable access to information, and the feedback received from participating families has helped guide plans for future improvements. Going forward, the school aims to further diversify engagement strategies and offer more flexible, culturally responsive opportunities for families to connect with and contribute to the school community.

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.

While all actions under Goal 5 were fully implemented, there was a material difference in expenditures for Action 5.1 (Parental and Community Communication Outreach). The actual spending ($25,857) significantly exceeded the original budgeted amount ($14,857). This increase was driven by expanded outreach efforts, including the addition of translation services, increased utilization of communication platforms, and the implementation of more frequent family engagement events, such as monthly school-wide gatherings (e.g., night market, art night, fall festival).

These enhanced efforts allowed KEY Academy to engage a broader range of families—particularly multilingual and working families—by increasing access to important school information and offering diverse opportunities for participation. As a result, the estimated percentage of improved services exceeded initial projections, demonstrating the school's ongoing commitment to strengthening family-school partnerships and promoting equitable engagement.

Action 5.2 (Student Information System) was implemented as planned and remained consistent with the budgeted amount. The SIS continued to function as an effective communication and data system, supporting timely updates and improving access for both families and staff.

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

The actions taken to enhance community engagement and educational partnerships under Goal 5 have been moderately effective in advancing progress toward building stronger family-school relationships. A major success was the continued investment in the Student Information System (SIS), which significantly improved the school's ability to communicate with families in a timely, consistent, and accessible manner. This tool supported stronger two-way communication and allowed parents to remain informed about their child's academic progress and important school events.

The school also expanded outreach efforts under Action 5.1, resulting in a higher level of family engagement than in previous years. This included the addition of translation services, broader use of communication tools, and a series of monthly events (such as the car show, art night, and fall festival) designed to bring families onto campus in fun, inclusive ways. These activities helped foster a more welcoming school culture and supported relationships with a broader cross-section of the school community, especially multilingual and working families.

Parent University workshops were offered and provided meaningful information and resources, but the overall frequency and participation were more limited than desired. This represents a missed opportunity to deepen family engagement and build capacity for supporting student

learning at home. As a result, while structural systems to support family involvement are in place, further effort is needed to expand the reach, tailor offerings to family needs, and provide flexible options for participation.

Overall, the actions taken laid a solid foundation for family and community engagement. Continued investment in inclusive communication strategies and the development of more personalized, accessible engagement opportunities will be critical to fully realizing the school's vision for strong and equitable partnerships.

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

Reflecting on the 2024–2025 school year, there have been no changes to the overall goal, metrics, or target outcomes for Goal 5. The existing goal—to strengthen family and community engagement through consistent communication, outreach, and inclusive programming—remains relevant and aligned with stakeholder needs.

However, adjustments will be made to the implementation of actions to increase impact. Specifically, the school will expand the frequency and variety of Parent University workshops and other family engagement events to reach more families, including those who may have been underrepresented in previous efforts. Outreach strategies will also be refined to provide more flexible engagement options, such as virtual meetings, multilingual sessions, and evening or weekend activities, based on family feedback and participation trends.

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
5.1	Parental and Community Communication Outreach	Provide parent education through a Parent University, focusing on families' needs. This will include in-person and online sessions for families, family nights at school, and sessions about supporting children's success in school and preparing for high school. Additionally, provide communication resources such as a website and text messaging, as well as materials and food for parent events.	$176,115.00	No
5.2	Student Information System	Continue to use the Synergy platform (a student data management system that includes a grading system, assessment tracker, and a parent communication system) to make it easier for all educational partners to use.	$13,635.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,346,658.00	$271,932.00

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
33.526%	0.000%	$0.00	33.526%

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
1.5	**Action:** Academic Improvement - Math Interventionist **Need:** Improvement in meeting or exceeding the state standards. **Scope:** LEA-wide	Hiring a math interventionist addresses the needs of unduplicated pupils—such as English learners, low-income students, and foster youth—by providing targeted, individualized support to help close achievement gaps in mathematics. The interventionist offers customized lessons and additional practice tailored to these students' unique challenges, enhancing their understanding and confidence in math. Providing this support on a schoolwide basis ensures equitable access to specialized assistance for all students, fostering an	CAASPP Mathematics Assessment; Internal Assessment Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		inclusive learning environment and enabling early identification and support for those who may struggle, thus promoting overall academic success.	
1.6	**Action:** Academic Improvement- Literacy Interventionist (*Part of this action is contributing, and therefore, is listed twice in the LCAP) **Need:** Improvement in meeting or exceeding the state standards. **Scope:** LEA-wide	Hiring a literacy interventionist addresses the needs of unduplicated pupils—such as English learners, low-income students, and foster youth—by offering targeted, individualized support to close literacy gaps. The interventionist provides customized reading and writing instruction tailored to these students' specific challenges, helping to enhance their comprehension and communication skills. Providing this support on a schoolwide basis ensures equitable access to specialized literacy assistance for all students, fostering an inclusive environment where early intervention can prevent further academic struggles and promote overall educational success	CAASPP ELA Assessment; Internal Assessment Data
1.10	**Action:** Instructional Aides (*Part of this action is contributing and is therefore listed twice in the LCAP.) **Need:** English learners, low-income students, and foster youth often require targeted academic support to close achievement gaps, build foundational skills, and increase access to grade-level instruction. Many students in these groups need more personalized, small-group, or one-on-one instructional time to reinforce content taught by the classroom teacher.	Instructional aides are placed in classrooms across grade levels to provide differentiated support that aligns with students' individual learning needs. By working alongside teachers to deliver small-group instruction, reteach skills, and assist with interventions, aides help ensure students have equitable access to the curriculum. This action is provided on a schoolwide basis and supports benefits not only the targeted groups but also contribute to an inclusive, well-supported learning environment for all students.	CAASPP Assessments; Internal Assessment Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Saturday Program **Need:** Improvement in meeting or exceeding the state standards. **Scope:** LEA-wide	KEY Academy offers Saturday school to support at-promise students by providing additional instructional time and targeted interventions tailored to their needs. This extra time allows for personalized attention, helping students catch up on missed work, reinforce core academic skills, and prepare for standardized tests. Saturday school features smaller class sizes, fostering a more supportive learning environment and enhancing student-teacher interactions. Additionally, it keeps students positively engaged, reducing the likelihood of negative behaviors and promoting a sense of responsibility and commitment to their education. This comprehensive support system ultimately aims to improve academic outcomes and ensure students stay on track for success.	CAASPP Assessments; CAST assessments; internal assessments
1.14	**Action:** Summer Enrichment Program (*Part of this action is contributing and therefore, is listed twice in the LCAP) **Need:** Improvement in meeting or exceeding the state standards. **Scope:** LEA-wide	We offer summer school to support at-promise students by providing additional instructional time and focused interventions during the summer break. This helps students reinforce academic skills, catch up on missed or failed coursework, and prevent summer learning loss. We also incorporate enrichment activities that foster creativity, critical thinking, and physical well-being to benefit all students. These activities provide a well-rounded educational experience, keeping students engaged and motivated. By combining targeted academic support with enriching experiences, we aim to ensure every student is prepared for the upcoming school year and has	CAASPP Assessments; CAST assessments; internal assessments

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
		the opportunity to explore new interests and develop a love for learning.	
3.3	**Action:** Counseling and Social-Emotional Support Services **Need:** Many students would benefit from learning strategies to navigate personal, emotional, and academic challenges effectively. **Scope:** LEA-wide	Hiring counselors who will offer counseling and social-emotional services designed to meet the needs of specific groups of students, such as those from low-income families, foster youth, and English learners. These counselors are crucial in supporting these students' emotional and mental well-being. They assist students in dealing with personal and academic challenges, provide coping techniques and emotional support, and help them access resources to improve their school experience and overall well-being. By providing these services to all students, we aim to ensure everyone has equal access to the support they require, contributing to a positive and inclusive school environment that promotes student success and well-being.	Student survey data; chronic absenteeism rate, suspension rate
3.4	**Action:** Student Support Coordinator (*Part of this action is contributing, and therefore, is listed twice in the LCAP) **Need:** Effective identification and support of students' diverse academic, behavioral, and social-emotional needs are needed to promote equitable learning opportunities for all. **Scope:** LEA-wide	The coordinator identifies students needing extra academic, behavioral, or social-emotional support and coordinates appropriate interventions. By implementing MTSS schoolwide, the coordinator ensures all students benefit from a comprehensive support system, fostering an inclusive environment and promoting equity by addressing learning barriers and enhancing overall achievement.	Student survey data; chronic absenteeism rate, suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Attendance and Engagement Strategies **Need:** Chronic absenteeism has been a challenge for our school. **Scope:** LEA-wide	By having an attendance coordinator, the needs of specific students, such as low-income students, English learners, and foster youth, are addressed by improving school attendance rates and reducing chronic absenteeism. This role involves tracking attendance patterns, identifying students who are at risk, and implementing interventions to support regular school attendance. By addressing attendance issues proactively, the coordinator helps ensure that all students have equal opportunities to engage in learning and benefit from educational resources. Additionally, a schoolwide approach to attendance coordination fosters a culture of accountability and support for attendance-related challenges across the entire student body. It reinforces the importance ofregular attendance in achieving academic success and prepares students for future educational and career endeavors by promoting consistent school attendance habits.	Dashboard Chronic abseestism rate; school attandance rate
3.7	**Action:** Family Support Coordinator **Need:** Many of our families are experiencing economic hardship and would benefit greatly from the support provided by a Family Support Coordinator at our school. **Scope:** LEA-wide	The coordinator connects students and their families with housing resources, food assistance, and other essential services, helping to stabilize their living situations and reduce barriers to education. Implementing this role on a schoolwide basis ensures that all students receive consistent support, fostering an inclusive environment where every student has the opportunity to thrive. This approach promotes equity and enhances overall student well-being and achievement.	Student and parent surveys
3.8	**Action:** Social-Emotional Curriculum	This curriculum is crucial on a schoolwide basis to ensure that all students, including those from diverse backgrounds such as low-income, foster	Student and parent surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Student surveys indicate a decline in the percentage of students who are happy at KEY Academy. We aim to foster an inclusive environment. **Scope:** LEA-wide	youth, and English learners, receive consistent social and emotional development support. It helps create a positive school climate, reduces behavioral issues, and enhances overall well-being, fostering an environment where every student can thrive academically and socially.	
3.13	**Action:** Music Program **Need:** Music in schools is essential because it enhances cognitive development, promotes creativity, and fosters social and emotional skills in students. **Scope:** LEA-wide	Music education has been shown to enhance cognitive skills, improve academic performance, and boost self-confidence, which is particularly beneficial for students facing socioeconomic challenges or language barriers. By offering this program schoolwide, all students, regardless of background, have equal access to these benefits, promoting inclusivity and equity in education. Moreover, music programs can foster community and belonging, providing students with collaboration and cultural enrichment opportunities that contribute to their holistic growth and well-rounded education.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** EL Teachers **Need:**	Hiring EL (English Learner) teachers addresses the needs of students by providing specialized instruction tailored to their language acquisition and academic needs. EL teachers deliver targeted	CAASPP assessments; CAST assessment; internal assessments; reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Improvement in language acquisition **Scope:** Limited to Unduplicated Student Group(s)	support in developing English proficiency, which is crucial for these students to access the broader curriculum effectively. Providing this support on a schoolwide basis ensures that all English learners receive equitable opportunities to succeed academically, fostering an inclusive learning environment that meets the diverse needs of the entire student population.	
2.3	**Action:** EL Coordinator **Need:** Improvement in language acquisition **Scope:** Limited to Unduplicated Student Group(s)	Hiring an EL (English Learner) coordinator addresses the needs of English learners by overseeing and enhancing the effectiveness of language acquisition programs and support services. The EL coordinator ensures that instructional strategies are tailored to meet these students' specific needs, monitors their progress, and provides professional development for teachers to improve their ability to support English learners. Providing this role on a schoolwide basis ensures a cohesive and comprehensive approach to meeting the diverse needs of all English learners, promoting equitable academic opportunities and fostering an inclusive school environment.	CAASPP assessments; CAST assessment; internal assessments; reclassification rates

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

N/A

Additional Concentration Grant Funding

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

In order to make use of the extra concentration grant add-on funding, we intend to increase the number of staff members who directly work with students. This means we will hire more support services, a full-time math and literacy teacher, a music teacher, aides, coordinators that support students, consultants, and an attendance coordinator. These staff members will be directly involved with students to help improve academic performance, attendance, and overall well-being. Our goal is to ensure that the specific needs of our diverse student population are effectively addressed.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:64
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,999,501.00	$2,346,658.00	33.526%	0.000%	33.526%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,239,858.00	$2,080,396.00	$0.00	$346,046.00	$11,666,300.00	$6,959,177.00	$4,707,123.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Testing Coordinator	All	No			All Schools		$0.00	$130,000.00	$130,000.00				$130,000.00	
1	1.2	Curriculum and Textbooks	All	No			All Schools		$0.00	$67,500.00	$67,500.00				$67,500.00	
1	1.3	Educational Software	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Reading and Math Assessments to Support RTI	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Academic Improvement - Math Interventionist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$88,401.00	$130,000.00	$218,401.00				$218,401.00	
1	1.6	Academic Improvement- Literacy Interventionist (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$188,745.00	$130,000.00	$318,745.00				$318,745.00	
1	1.7	Academic Improvement- Literacy Interventionist	All	No			All Schools		$68,717.00	$0.00		$68,717.00			$68,717.00	
1	1.8	Special Educational Staff	Students with Disabilities	No			All Schools		$0.00	$870,777.00	$169,381.00	$596,416.00		$104,980.00	$870,777.00	
1	1.9	Instructional Aides	All low income students	No			All Schools		$131,922.00	$0.00				$131,922.00	$131,922.00	
1	1.10	Instructional Aides (*Part of this action is contributing and is	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$484,593.00	$0.00	$484,593.00				$484,593.00	

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
		therefore listed twice in the LCAP.)														
1	1.11	Saturday Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,427.00	$50,000.00	$90,427.00				$90,427.00	
1	1.12	Fall, Winter, Spring, Intensive Tutoring Program	All	No			All Schools		$0.00	$427,968.00	$5,468.00	$422,500.00			$427,968.00	
1	1.13	Summer Enrichment Program	All Students with Disabilities	No			All Schools		$0.00	$140,000.00		$140,000.00			$140,000.00	
1	1.14	Summer Enrichment Program (*Part of this action is contributing and therefore, is listed twice in the LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$530,000.00	$530,000.00				$530,000.00	
1	1.15	After School Program	All	No			All Schools		$189,935.00	$0.00		$189,935.00			$189,935.00	
1	1.16	Transitional Kindergarten	All Students with Disabilities Students who are 4 years old	No					$373,952.00	$0.00	$373,952.00				$373,952.00	
1	1.17	Student Technology Devices	All	No			All Schools		$0.00	$155,450.00	$155,450.00				$155,450.00	
1	1.18	Provide IT Support Specialist	All	No			All Schools		$0.00	$382,800.00	$382,800.00				$382,800.00	
2	2.1	EL Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$115,424.00	$0.00	$115,424.00				$115,424.00	
2	2.2	EL Teachers (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	All English Learners	No			All Schools		$83,919.00	$0.00				$83,919.00	$83,919.00	

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	2.3	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$138,821.00	$130,000.00	$268,821.00				$268,821.00	
2	2.4	Translation Services	All English Learners	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Health Services	All	No			All Schools		$0.00	$10,956.00	$10,956.00				$10,956.00	
3	3.2	Counseling and Social-Emotional Support Services (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	All	No			All Schools		$51,558.00	$0.00		$51,558.00			$51,558.00	
3	3.3	Counseling and Social-Emotional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$257,790.00	$0.00	$257,790.00				$257,790.00	
3	3.4	Student Support Coordinator (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$260,000.00	$260,000.00				$260,000.00	
3	3.5	Student Support Coordinator (in-house)	All Students with Disabilities	No			All Schools		$122,072.00	$0.00		$122,072.00			$122,072.00	
3	3.6	Attendance and Engagement Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$81,455.00	$102,400.00	$183,855.00				$183,855.00	
3	3.7	Family Support Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$136,098.00	$0.00	$136,098.00				$136,098.00	
3	3.8	Social-Emotional Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,805.00	$0.00	$7,805.00				$7,805.00	

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
3	3.9	Access to Extra-Curricular and Co-Curricular Activities i.e. Field Trips	All	No			All Schools		$0.00	$34,612.00	$34,612.00				$34,612.00	
3	3.10	Student Activities	All	No			All Schools		$0.00	$19,686.00	$19,686.00				$19,686.00	
3	3.11	Extended Childcare Program	All	No			All Schools		$256,691.00	$0.00		$256,691.00			$256,691.00	
3	3.12	Art Program	All	No			All Schools		$90,548.00	$0.00		$90,548.00			$90,548.00	
3	3.13	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.14	Facility Rent & Utilities	All	No			All Schools		$0.00	$308,536.00	$271,512.00	$37,024.00			$308,536.00	
3	3.15	Facility Maintenance	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.16	Custodial Services & Cleaning Supplies	All	No			All Schools		$144,510.00	$182,840.00	$307,190.00	$20,160.00			$327,350.00	
4	4.1	Fully Credentialed and Appropriately Assigned Staff	All	No			All Schools		$2,944,513.00	$0.00	$2,944,513.00				$2,944,513.00	
4	4.2	Classified Personnel	All	No			All Schools		$179,229.00	$0.00	$179,229.00				$179,229.00	
4	4.3	Teacher/ Administrator Support Coordinator	All	No			All Schools		$0.00	$300,000.00	$300,000.00				$300,000.00	
4	4.4	Teacher Collaboration Time	All	No			All Schools		$710,511.00	$0.00	$710,511.00				$710,511.00	
4	4.5	Professional Organizations	All	No			All Schools		$0.00	$4,363.00	$4,363.00				$4,363.00	
4	4.6	Professional Development	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.7	Conference and Travel	All	No			All Schools		$71,541.00	$40,000.00	$71,541.00	$14,775.00		$25,225.00	$111,541.00	
4	4.8	Teacher Induction Program	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	

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
4	**4.9**	Teacher Support Program (Mentors)	All	No			All Schools		$0.00	$35,000.00		$35,000.00			$35,000.00	
4	**4.10**	Instructional Materials Stipend	All	No			All Schools		$0.00	$28,485.00	$28,485.00				$28,485.00	
5	**5.1**	Parental and Community Communication Outreach	All	No			All Schools		$0.00	$176,115.00	$156,115.00	$20,000.00			$176,115.00	
5	**5.2**	Student Information System	All	No			All Schools		$0.00	$13,635.00	$13,635.00				$13,635.00	

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
$6,999,501.00	$2,346,658.00	33.526%	0.000%	33.526%	$2,871,959.00	0.000%	41.031 %	**Total:**	$2,871,959.00
								LEA-wide Total:	$2,487,714.00
								Limited Total:	$384,245.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Academic Improvement - Math Interventionist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,401.00	
1	1.6	Academic Improvement- Literacy Interventionist (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$318,745.00	
1	1.10	Instructional Aides (*Part of this action is contributing and is therefore listed twice in the LCAP.)	Yes	LEA-wide	English Learners Foster Youth Low Income		$484,593.00	
1	1.11	Saturday Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,427.00	
1	1.14	Summer Enrichment Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$530,000.00	

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 (%)
		(*Part of this action is contributing and therefore, is listed twice in the LCAP)						
2	**2.1**	EL Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners		$115,424.00	
2	**2.3**	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners		$268,821.00	
3	**3.3**	Counseling and Social-Emotional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$257,790.00	
3	**3.4**	Student Support Coordinator (*Part of this action is contributing, and therefore, is listed twice in the LCAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
3	**3.6**	Attendance and Engagement Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,855.00	
3	**3.7**	Family Support Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,098.00	
3	**3.8**	Social-Emotional Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,805.00	
3	**3.13**	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,462,823.00	$10,250,628.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Testing Coordinator	No	$120,000.00	$120,000.00
1	**1.2**	Curriculum and Textbooks	No	$64,400.00	$85,000.00
1	**1.3**	Educational Software	No	$33,367.00	$4,900.00
1	**1.4**	Reading and Math Assessments to Support RTI	No	$8,000.00	$15,250.00
1	**1.5**	Academic Improvement - Math Interventionist	Yes	$118,379.00	$247,549.00
1	**1.6**	Academic Improvement- Literacy Interventionist	Yes	$130,988.00	$260,070.00
1	**1.7**	Special Educational Staff	No	$591,000.00	$845,655.00
1	**1.8**	Instructional Aides	No	$203,476.00	$541,899.00
1	**1.9**	Saturday Program	Yes	$69,564.00	$69,286.00
1	**1.10**	Fall, Winter, Spring, Intensive Tutoring Program	No	$280,433.00	$557,189.00
1	**1.11**	Summer Enrichment Program	Yes	$420,000.00	$300,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	After School Program	No	$139,028.00	$156,303.00
1	1.13	Transitional Kindergarten	No	$86,102.00	$85,498.00
1	1.14	Student Technology Devices	No	$185,300.00	$260,766.00
1	1.15	Provide IT Support Specialist	No	$150,000.00	$202,800.00
2	2.1	EL Teachers	Yes	$112,958.00	$112,166.00
2	2.2	EL Teachers (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	No	$83,756.00	$83,169.00
2	2.3	EL Coordinator	Yes	$137,186.00	$266,224.00
2	2.4	Translation Services	No	$1,000.00	$1,000.00
3	3.1	Health Services	No	$10,956.00	$9,845.00
3	3.2	Counseling and Social-Emotional Support Services (*Part of this action is contributing and, therefore, is listed twice in the LCAP)	No	$50,963.00	$50,606.00
3	3.3	Counseling and Social-Emotional Support Services	Yes	$251,570.00	$253,029.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Student Support Coordinator	Yes	$360,000.00	$360,000.00
3	3.5	Attendance and Engagement Strategies	Yes	$92,499.00	$176,250.00
3	3.6	Family Support Coordinator	Yes	$131,859.00	$130,934.00
3	3.7	Social-Emotional Curriculum	Yes	$7,638.00	$7,584.00
3	3.8	Access to Extra-Curricular and Co-Curricular Activities i.e. Field Trips	No	$32,415.00	$32,594.00
3	3.9	Student Activities	No	$15,302.00	$18,720.00
3	3.10	Extended Childcare Program	No	$173,456.00	$190,870.00
3	3.11	Art Program	No	$97,382.00	$80,898.00
3	3.12	Music Program	Yes	$95,472.00	$0.00
3	3.13	Facility Rent & Utilities	No	$316,338.00	$256,989.00
3	3.14	Facility Maintenance	No	$25,000.00	$50,000.00
3	3.15	Custodial Services & Cleaning Supplies	No	$275,109.00	$301,175.00
4	4.1	Fully Credentialed and Appropriately Assigned Staff	No	$3,070,627.00	$2,802,583.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Classified Personnel	No	$177,120.00	$175,878.00
4	**4.3**	Teacher/ Administrator Support Coordinator	No	$260,000.00	$260,000.00
4	**4.4**	Teacher Collaboration Time	No	$848,182.00	$674,068.00
4	**4.5**	Professional Organizations	No	$3,636.00	$4,320.00
4	**4.6**	Professional Development	No	$18,300.00	$12,000.00
4	**4.7**	Conference and Travel	No	$87,863.00	$85,122.00
4	**4.8**	Teacher Induction Program	No	$10,000.00	$12,000.00
4	**4.9**	Teacher Support Program (Mentors)	No	$50,000.00	$28,000.00
4	**4.10**	Instructional Materials Stipend	No	$37,842.00	$23,082.00
5	**5.1**	Parental and Community Communication Outreach	No	$14,857.00	$25,857.00
5	**5.2**	Student Information System	No	$13,500.00	$13,500.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,167,541.00	$1,928,113.00	$2,183,092.00	($254,979.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Academic Improvement - Math Interventionist	Yes	$118,379.00	$247,549.00		
1	1.6	Academic Improvement-Literacy Interventionist	Yes	$130,988.00	$260,070.00		
1	1.9	Saturday Program	Yes	$69,564.00	$69,286.00		
1	1.11	Summer Enrichment Program	Yes	$420,000.00	$300,000.00		
2	2.1	EL Teachers	Yes	$112,958.00	$112,166.00		
2	2.3	EL Coordinator	Yes	$137,186.00	$266,224.00		
3	3.3	Counseling and Social-Emotional Support Services	Yes	$251,570.00	$253,029.00		
3	3.4	Student Support Coordinator	Yes	$360,000.00	$360,000.00		
3	3.5	Attendance and Engagement Strategies	Yes	$92,499.00	$176,250.00		
3	3.6	Family Support Coordinator	Yes	$131,859.00	$130,934.00		
3	3.7	Social-Emotional Curriculum	Yes	$7,638.00	$7,584.00		
3	3.12	Music Program	Yes	$95,472.00	$0.00		

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)
$6,367,351.00	$2,167,541.00	0.000%	34.041%	$2,183,092.00	0.000%	34.286%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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