



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Keyes Union Elementary School District

CDS Code: 5071134

School Year: 2024-25

LEA contact information:

Dr. Helio Brasil

Superintendent

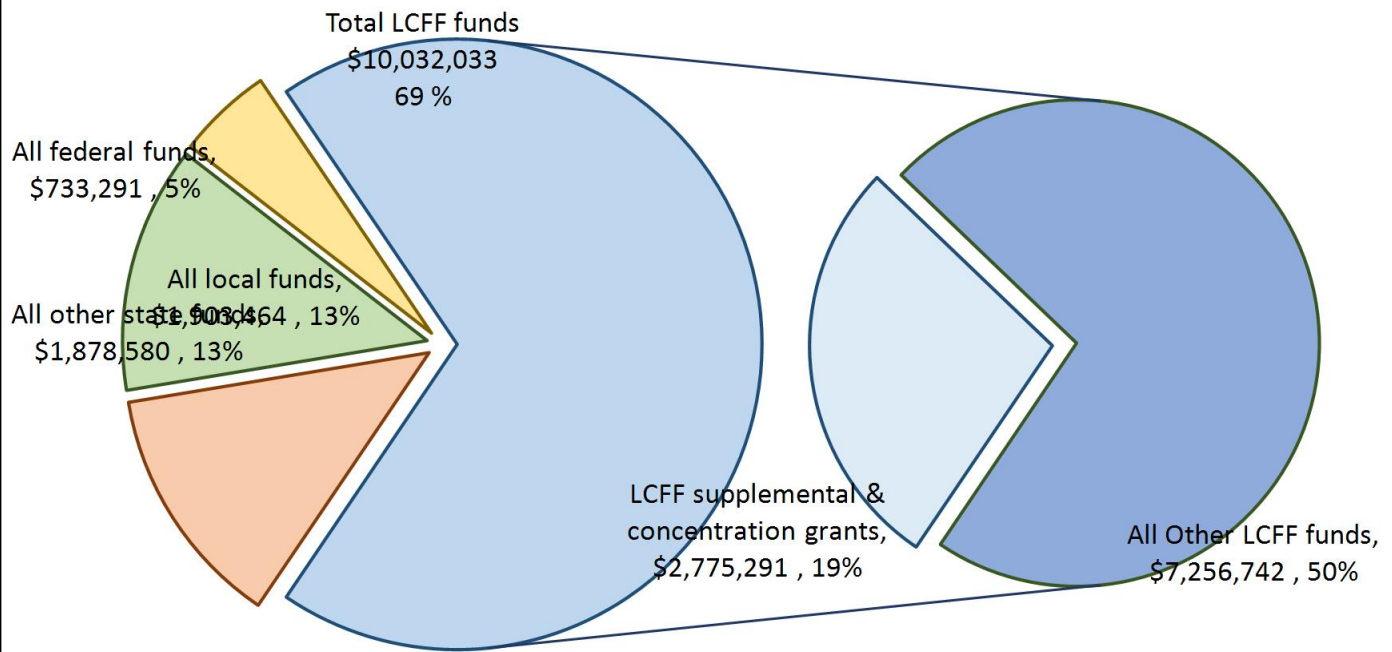
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209-669-2921

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

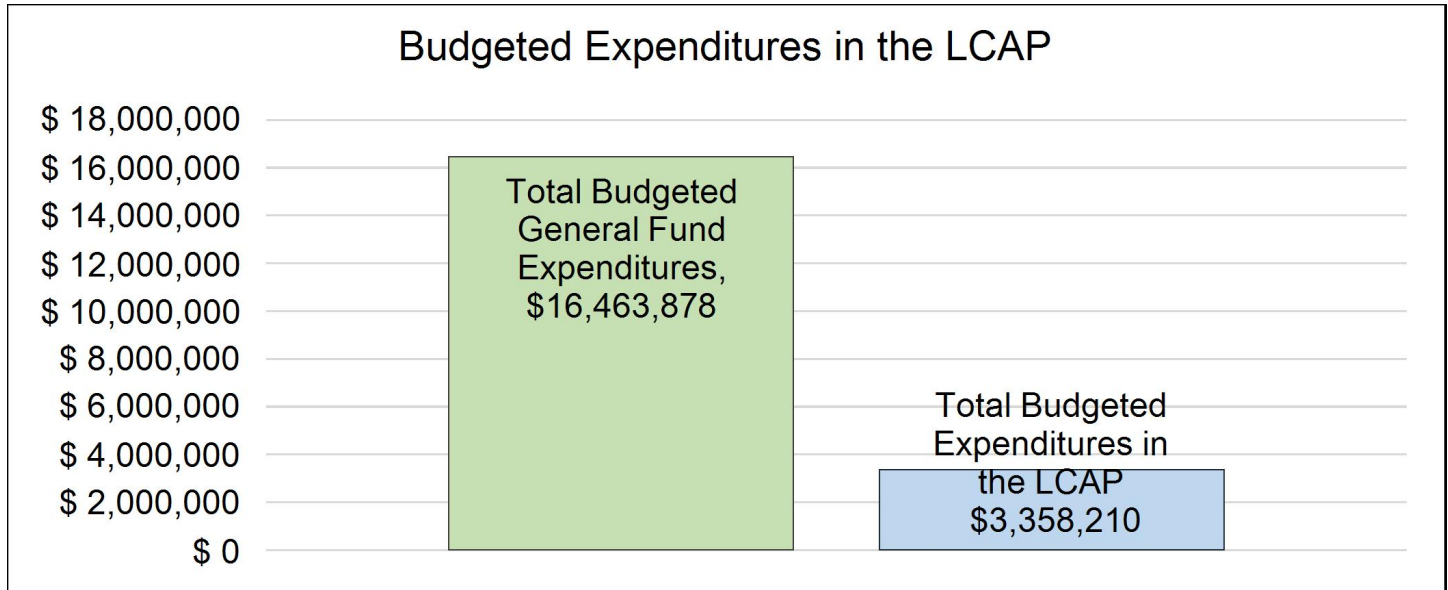


This chart shows the total general purpose revenue Keyes Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Keyes Union Elementary School District is \$14,547,368, of which \$10,032,033 is Local Control Funding Formula (LCFF), \$1,878,580 is other state funds, \$1,903,464 is local funds, and \$733,291 is federal funds. Of the \$10,032,033 in LCFF Funds, \$2,775,291 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Keyes Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Keyes Union Elementary School District plans to spend \$16,463,878 for the 2024-25 school year. Of that amount, \$3,358,210 is tied to actions/services in the LCAP and \$13,105,668 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

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

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

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

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

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

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

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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Keyes Union Elementary School District is projecting it will receive \$2,775,291 based on the enrollment of foster youth, English learner, and low-income students. Keyes Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Keyes Union Elementary School District plans to spend \$2,571,073 towards meeting this requirement, as described in the LCAP.

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

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

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

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

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

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

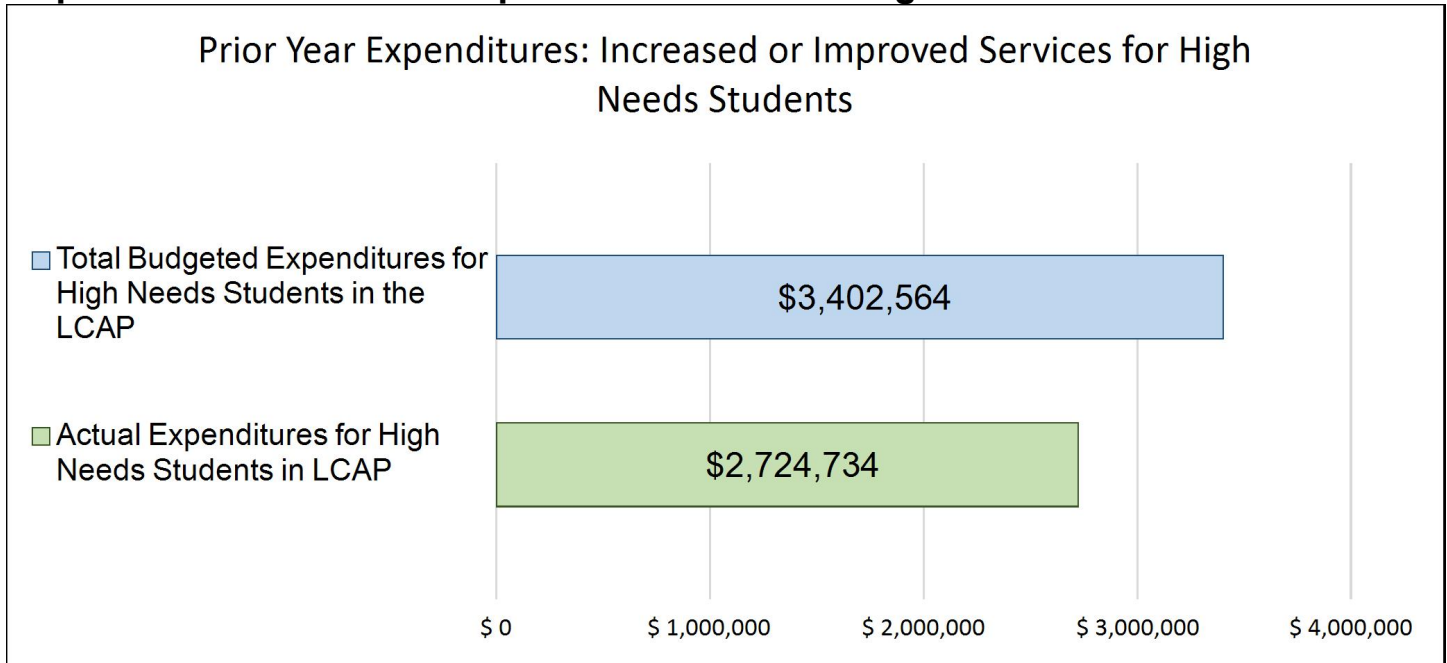
Intervention Programs: Developing and expanding intervention programs that identify and support high needs students who are at risk of falling behind academically, including individualized education plans (IEPs) and response-to-intervention (RTI) strategies.

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

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Keyes Union Elementary School District's LCAP budgeted \$3,402,564 for planned actions to increase or improve services for high needs students. Keyes Union Elementary School District actually spent \$2,724,734 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-677,830 had the following impact on Keyes Union Elementary School District's ability to increase or improve services for high needs students:

The difference between the total actual expenditures and the total budgeted expenditures for actions and services to increase or improve services for high needs students in 2023-24 had several impacts on the planned initiatives and the overall quality of services provided. Here are some effects and considerations:

Incomplete Implementation of Programs: Some programs and services intended to support high needs students were not fully implemented. This includes planned tutoring programs, extracurricular activities, or summer school sessions that were scaled back or not offered at all due to budget constraints.

Staffing Shortages: The Keyes Union Elementary School District continues to experience a lack of qualified candidates to fill positions.

Impact on Student Outcomes: The overall impact on high needs students did include slower academic progress, lower engagement, and reduced support for addressing non-academic barriers to learning. This could ultimately affect their academic achievement and well-being if not addressed. The district is fully committed to assure this does not happen and have addressed with the new LCAP Goals and actions.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|------------------------------------|---|
| Keyes Union Elementary School District | Dr. Helio Brasil Superintendent | Hbrasil@keyes.k12.ca.us 209-669-2921 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Goal 1: Keyes Union School District will provide Conditions of Learning that support a high quality and equitable education for all students. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|---|--|
| Implementation of state board adopted academic content and performance standards for all students | A baseline needs to be determined for this. All teachers have had professional development for the ELA and Math standards, but need additional time to implement more effectively. | A baseline has been determined for this. All teachers continue to have professional development in the areas of ELA, Math, and Science Standards. As a result of the pandemic and the need to adjust instruction to support students, we will need additional time to implement to the fullest extent possible. | All teachers will continue to have professional development in the areas of ELA, Math, History/Social Science and Science Standards. As a result of learning loss we need to adjust instruction to support students, we will need additional time to fully implement to the fullest extent. | Professional development opportunities continue to be planned and scheduled. We continue to work on this in an additional time will be spent throughout the remainder of the school year. | Implementation of state board adopted academic content and performance standards for all student is 100% |
| Percentage of adopted standards-aligned materials in grades K-8 | 100% of the students have sufficient access to instructional materials in all content areas. | We continue with 100% of the students having sufficient access to instructional materials in all content areas. | We continue with 100% of the students having sufficient access to instructional materials in all content areas. | We have met this metric and all students have sufficient access to instructional materials in all content areas. | Percentage of adopted standards-aligned materials in grades K-8 is 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|---|
| <p>Implementation of State Standards Self-Reflection Tool (Rating Scale lowest to highest)</p> <p>1 = No Progress</p> <p>2 = Beginning phase of development</p> <p>3 = Progress</p> <p>4 = Full implementation</p> | <p>All teachers have had training with the ELD standards as part of our ELA/ELD professional development this year. All teachers participated in Language Acquisition Training (ELD) on March 15, 2020. This will be followed up during 2021-2022 with ongoing training, coaching, and support for teaching English learners across all content areas. The baseline growth or maintenance is as follows and based on Dashboard data:</p> <ul style="list-style-type: none"> * ELA - 4 * ELD - 4 * Math - 4 * NGSS - 3 * History/Social Science - 3 | <p>All teachers have had training with the ELD standards as part of our ELA/ELD professional development this year. All teachers participated in Language Acquisition pieces of training held throughout the school year. This will be addressed yearly including during 2022-2023 with ongoing training, coaching, and support for teaching English learners across all content areas. The baseline continues to be as follows and based on Dashboard data:</p> <ul style="list-style-type: none"> * ELA - 4 * ELD - 4 * Math - 4 * NGSS - 3 * History/Social Science - 3 | <p>All teachers have and continue to be trained with the ELD standards as part of our ELA/ELD professional development plan. All teachers will continue to participate in Language Acquisition pieces of training held throughout the school year. This will be addressed yearly including during 2023-2024 with ongoing training, coaching, and support for teaching English learners across all content areas. The baseline continues to be as follows and based on Dashboard data:</p> <ul style="list-style-type: none"> * ELA - 4 * ELD - 4 * Math - 4 * NGSS - 3 * History/Social Science - 3 | <p>We continue to make progress in our two areas where we continue with moving to full implementation in Social Studies and Science.</p> | <p>Implementation of State Standards Self reflection Tool (Rating Scale lowest to highest) are all deemed as: 4 = fully implemented</p> |
| Percentage of: | Percentage of: | Percentage of: | Percentage of: | We have no misassigned staff and | Percentage of: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|---|--|
| <ul style="list-style-type: none"> * Misassignments of teachers of ELs * Total teacher misassignments * Vacant teacher positions | <ul style="list-style-type: none"> * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 0 | <ul style="list-style-type: none"> * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - Teacher on Special Assignment and Art Teacher we hope to fill in the near future. We did add a music teacher in March of 2022. | <ul style="list-style-type: none"> * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * We did however have a music teacher leave our district for personal reasons this past December. We continue to seek a music teacher for the 2023-24 school year. | have met this outcome. | <ul style="list-style-type: none"> * Misassignments of teachers of ELs is 0% * Total teacher misassignments is 0% * Vacant teacher positions is 0 |
| Inventory of technology devices for students and staff | 100% of our students have one-to-one devices. TK-K with 100% iPads. 100% of students in grades 1-8 have one-to-one Chromebooks. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support. | 100% of our students have one-to-one devices. TK-K with 100% iPads. 100% of students in grades 1-8 have one-to-one Chromebooks. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support. We continue to support this equipment and add additional equipment as we hire additional staff. | 100% of our students continue to have one-to-one devices. TK-K with 100% iPads. 100% of students in grades 1-8 have one-to-one Chromebooks. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and document camera for instructional support. We continue to support this equipment and add additional equipment as we hire additional staff. We continue to replace and have a plan cycle in place to | All students have 1 to 1 devices and we maintain our replacement cycle with accurate inventory. | Inventory of technology devices for students and staff has been completed and utilized to prioritize future technology replacement needs |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|---|--|
| | | | replenish outdated devices. | | |
| All students have access to a broad course of study with programs and services developed and provided to unduplicated pupils | The Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students including English learners, low income, and foster youth. We currently do not have courses for Visual and Performing Arts. | The Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students, including English learners, low-income, and foster youth. We currently do not have fully implemented courses for Visual and Performing Arts. We are in the process of hiring an Art Teacher, and we hired a music teacher in March 2022. | Our Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students including English learners, low income, and foster youth. We are in the process of building fully implemented courses for Visual and Performing Arts. We have hired an art teacher and we are making great progress in our implementation of the arts. | We are pleased to now have the offering of both art and music bringing us closer to meeting this matrix fully. | All students have access to a broad course of study with programs and services developed and provided to unduplicated pupils |
| Implementation of programs and services developed and provided to individuals with exceptional needs | The Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students including individuals with exceptional needs. | The Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students including individuals with exceptional needs. We are in the process of hiring an Art Teacher, and we | Our Master schedule at the elementary and middle school levels includes ELA/ELD, Math, Science, Social Studies, Health, and PE for all students including individuals with exceptional needs. We have hired and will continue to fund an Art Teacher, | We have hired and have implemented a music program at our Junior High and hope to expand to elementary in the coming years. | All programs developed are implemented and services provided are provided to all students including those individuals with exceptional needs |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|--|---|
| | | hired a music teacher in March 2022. | and we continue to seek a music teacher for the 2023-24 school year. | | |
| School facilities are maintained in good repair | Facilities were maintained in exemplary status as measured by our FIT reports. 100% of our facilities are in Good Repair status as indicated on our Dashboard. | Facilities continue to be maintained in exemplary status as measured by our FIT reports. 100% of our facilities are in Good Repair status as indicated on our Dashboard and we have a five-year plan of deferred maintenance to support any future growth and additional programs like Universal TK and our Art and Music programs. | Our facilities continue to be maintained in exemplary status as measured by our FIT reports. 100% of our facilities are in Good Repair status, as indicated on our Dashboard. We have a five-year plan of deferred maintenance to support future growth and additional programs like Universal TK and our Art and Music programs. | We continue to strive towards having the best facilities possible. The restroom remodel and additional portable buildings at KES along with the track and field projects at teh middle school have strengthen our facilities and will lead to more student involvement and pride. Other additions were cement slab for charter recreation, sidewalk work and cement work at teh junior High. | 100% of school facilities are maintained in good repair |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Keyes Union School District has fully implemented the actions as described for goal one. There were no substantive differences in planned actions and actual Implementation of those actions.

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

The Keyes Union School District demonstrates notable differences between its Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. These variances are primarily attributed to decreases in costs related to curriculum materials, technology purchases, and professional development, along with reductions in the number of material items purchased.

These differences are evident in both Action 1.1, where the budgeted expenditure was \$589,995 compared to the actual expenditure of \$281,751, and in Action 1.3, where the budgeted expenditure was \$344,006 compared to the actual expenditure of \$243,813.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 Common Core Standards – Effective

We've adopted clear learning objectives aligned with Common Core, ensuring all students are developing the foundational skills needed for success. We've also provided teachers with high-quality curriculum materials and professional development. Our Year 3 Outcome showed progress toward fully implementing our State Standards Self-Reflection Tool.

Action 1.2 Staffing – Effective

Our school prioritizes attracting and retaining qualified teachers. Year 3 Outcomes showed that we have no misassigned teachers.

Action 1.3 Technology – Effective

We invest in maintaining up-to-date technology and provide teachers with ongoing training to integrate it effectively into their lessons. 100% of our students have 1:1 devices, meeting our desired outcome for 23-24.

Action 1.4 Course Offerings – Effective

We've expanded course offerings strategically, considering student interests and future pathways. We've also provided arts education and enrichment opportunities. We are making progress towards ensuring that 100% of our students have access to visual and performing arts.

Action 1.5 Safe Facilities – Effective

We have a comprehensive plan for maintaining safe facilities. We have regular inspections and upkeep, clear emergency safety protocols, and open communication with students and staff about safety procedures. 100% of school facilities are maintained in good repair.

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

We have modified the language of Goal 1 to include preparedness for career and civic. There are no changes to Metrics or Actions. No other changes were experienced.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Goal 2: Keyes Union School District will increase students' performance, proficiency, and participation with a focus on Pupil Outcomes. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|--|---|
| Positive teacher interactions will be measured through student surveys, CHKS, and local measures. | Baseline was established during 2020-2021, however, as a result of the Covid-19 pandemic a more accurate baseline is set for 2021-2022 | A move toward the full establishment of a baseline was established during 2021-2022. Based on this baseline student-teacher interactions increased based on the number of students receiving the intervention, quarantine support, and independent study contact. Our goal will be to double our engagement this coming year as we move away from absences related to Covid-19 and the need for quarantine. The base will continue | In the 2022-2023 year, we have reached 100% student-teacher interactions with the implementation of PBIS, students engaging in classroom instruction, extracurricular activities, interventions, using MTSS, and curriculum on both campuses. The in-person interactions have increased greatly as the need for quarantine and independent study has been greatly reduced. We are seeing progress and | We continue with the implementation of MTSS. This is an ongoing process, and greater connections are being made. We continue with 100% student-teacher interactions with implementing PBIS, with students engaging in classroom instruction, extracurricular activities, interventions, using MTSS, and curriculum on both campuses. | As a district we have steadily made progress based on the established baseline. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|--|--|
| | | to be modified if needed. | greater student engagement, with parent engagement also steadily increasing. We continue to offer more opportunities for our community partners to offer input and involvement in our activities and learning. | | |
| Intervention schedules, extended day schedules, paraprofessional support | Extended day in ELA and Math offered after school at the elementary school and middle school three days a week for 80% of the school year. Additional targeted interventions in grades 1-2 will be of high priority. | We continued to offer extended day in ELA and Math offered after school at the elementary school and middle school three days a week the entire school year. Additional targeted interventions in grades TK-3 will continue to be of high priority. | Our interventions continued this year and have been increased. We continued to offer extended day in ELA and Math after school at the elementary school and middle school three days a week the entire school year. Additional targeted interventions in grades TK-3 will continue to be offered with high priority. | We continue to provide before and after school interventions for all students in need. We have also continued to implement interventions across the curriculum throughout the regular school day and we provide summer school and after school Extended Learning Opportunity Program services. | Full implementation of Extended-day in ELA and Math offered after school at the elementary school and middle school three days a week for 80% of the school year has been accomplished. We have also accomplished additional targeted interventions in grades 1-2 and have extended to other grade levels as needed. |
| Percentage of English learners who make progress toward English Proficiency on ELPAC; English | Percentage making progress towards proficiency; District - 54.1%, Keyes | Percentage making progress towards proficiency; District - 54.1%, Keyes | Percentage making progress towards proficiency; District – 14.2%, Keyes Elementary – 8.8%, | We continue to show steady progress, especially coming out of COVID. Students are more engaged, | Based on the English Learning Progress Indicator our goal of 1% increase has been |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|--|---|--|--|--|
| Learner Reclassification Rates | <p>Elementary - 51.3%, Spratling - 63.3%</p> <p>Our reclassification rates for the last three years were: 2017=18 RFEP rate 9.1% 2018-19 RFEP rate 8.9% 2019-20 RFEP rate 8.7%</p> <p>Our goal is to increase by 1% each year.</p> | <p>Elementary - 51.3%, Spratling - 63.3%</p> <p>Our reclassification rates: 2021-22 SMS: total ELs 127, RFEPs 50, IFEPs 2 RFEP percent 39% IFEP percent .01% KES: total ELs 290, RFEPs 46, IFEPs 13 RFEP percent 16% IFEP percent .04% District: total ELs 417, RFEPs 96, IFEPs 15 RFEP percent 23% IFEP percent .04%</p> <p>Our goal is to increase by 1% each year.</p> | <p>Spratling – 29.6%</p> <p>Our reclassification rates: 2022-23 SMS: total ELs 81 (before being reclassified), RFEPs 24, IFEPs (zero) RFEP percent 29.6% IFEP percent 0% KES: total ELs 227 (before being reclassified and designated as initially fluent), RFEPs 20, IFEPs 1 RFEP percent 8.8% IFEP percent 0.4% District: total ELs 308, RFEPs 44, IFEPs 1 RFEP percent 14.2% IFEP percent 0.3%</p> <p>*Small disclaimer: Our totals at both schools were much higher on the reclassification percentage due to our updated RFEP criteria, including students with disabilities.</p> | <p>and the learning gaps close slowly. This is a continuous process and our scores on the dashboard do indicate progress. 2023 - 2024 school year Data KES: Total ELs prior to RFEP this school year 23-24: 198 ELs Total of RFEP'd students: 12 Total IFEP students: 10 RFEP rate 12/198: 6.1% Total ELs as of 5.17.24: 186 ELs</p> <p>SMS: Total ELs prior to RFEP this school year 23-24: 82 ELs Total of RFEP'd students: 12 Total IFEP students: 1 RFEP rate 12/82: 14.6% Total ELs as of 5.17.24: 70 ELs</p> <p>DISTRICT TOTALS:</p> | <p>achieved each of the three year plan cycle.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|--|---|
| | | | | <p>Total ELs prior to RFEP this school year 23-24: 280 ELs</p> <p>Total of RFEP'd students: 24</p> <p>Total IFEP students: 11</p> <p>RFEP rate 24/280: 8.6%</p> <p>Total ELs as of 5.17.24: 257 ELs</p> | |
| Statewide assessment scores; and local benchmark assessments | Based on the Fall 2019 Dashboard, ELA is 15.8 points below standard (yellow) with an increase of 10.5 points; and math is 40.4 points below standard (yellow) with an increase of 4.8 points. Our local benchmark assessments indicate that each has increased by 3% this past year. | Without the Dashboard tool, we based our results on local assessments. ELA is showing steady increases in all grades. The same slight increase was experienced in math. Our local benchmark assessments indicate that each has increased by 2% this past year. | As we return to the Dashboard tool, we identified our areas requiring continued support and interventions. This is clear with our Chronic Absenteeism and academic gaps within our students with disabilities. We also continue to base our results on local assessments as evidence of progress. The increases are not as significant as we would like to see, but ELA is showing steady increases in all | We have steadily worked this year on Chronic Absenteeism and in reaching out to our homeless and foster youth. Our scores indicate some progress on the dashboard and in our local assessments of 3% in math and ELA, but we still have much work to do. Our Dashboard clearly indicates that our Special Education students are not meeting the 3% increase, and thus, they will be the focus | District ELA and Math status and change report scores have indeed indicated a minimum of 3% sustained growth in ELA but mathematics continues to be an area of struggle. Our goal continues to be sustained growth in both mathematics and language arts. Our goal is to show an increase of 3% to our overall scores in ELA and Math each year as we enter our new LCAP Cycle. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|--|-----------------------------|
| | | | grades. The same increase was experienced in math. Our local benchmark assessments indicate that each has increased by 3% this past year. | of the coming three-year plan. Based on our Dashboard and local data our Chroni Absenteeism continues to be decreasing by 3%, but not as low as we wish to see it. It will continue to be a goal for the future three-year plan. | |

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Keyes Union School District has fully implemented the actions as described for goal two. There were no substantive differences in planned actions and actual implementation of these actions.

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

The Keyes Union School District demonstrates significant differences between its Budgeted Expenditures and Estimated Actual Expenditures, as well as between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. An example of this is seen in Action 2.2, where there was a budgeted expenditure of \$955,322.00 compared to an actual expenditure of \$677,148.00.

The variance is primarily due to staffing shortages in positions such as para-professionals and Teachers on Special Assignment, which remained unfilled during the period.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

An Explanation of how effective or ineffective the specific actions were in progressing toward the goal.

Action 2.1 Positive Teacher Interactions – Effective

We achieved smaller class sizes throughout elementary school (TK-3) by maintaining additional teaching positions and offering professional development in PBIS to cultivate a positive and engaging learning environment. We have reached 100% student-teacher interactions.

Action 2.2 Support Services - Effective

We provided interventions throughout the school day (regular, before, and after school), as well as summer school and extended learning programs. We met our Year 3 Outcome to implement at least 3 days per week for 80% of the year.

Action 2.3 English Learner Support – Effective

We provided ongoing professional development on best practices and implemented research-based instruction in all classrooms. Regular monitoring and progress reports kept parents informed of their child's development. We have seen an increase in our RFEP rate over the past 3 years.

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

We have modified the language of Goal 2 to focus on equity by closing the achievement gap and providing equitable access. We added a metric to measure LTEL progress and an additional metric to monitor progress of English Learners; ELPI. There are no additional changes.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Goal 3: Keyes Union School District will increase the engagement and involvement of students, parents, and families as partners in education. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|--|---|
| The district will promote parent participation in decision making, at meetings, and attending events and activities - monitored through sign-in sheets and surveys | A baseline will be established in 2021-22 | A baseline was established in 2021-22. This base line was to have 5% increase in parent engagement in each grade level each year. This first year we were successful, but would have had better results if parents had been able to be on campus the entire year. Quarantine and Covid-19 mandates kept us from engaging parents in our classrooms as much as we wanted. | As measured by multiple surveys, focus groups and events the baseline set has been far exceeded. The goal for increase was 5% in parent engagement in each grade level each year. This second year we were much more successful as we face a post Covid-19 environment. Greater participation and involvement has truly increased. Coffee with the principal have been well attended at both sites. Special Education Information | We continue to make parent and community engagement as a priority and it has indeed increased. The work of PTC, School Site Council, ELAC and DELAC along with principal coffee hours have certainly engaged families. Our extra curricular activities and club participation is up and continues to grow. | We have met our goal to increase the yearly baseline participation rate equal to 5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------|---|---|---|---|--|
| | | | <p>night was a great success. Our Parent Club is up and running as never before. Our ELAC and DELAC committee attendance has increased and our Site Councils are up and running again. These are exciting times and we hope to continue at this amazing pace.</p> | | |
| Attendance Rates | <p>Attendance rates are listed below:</p> <p>KES 95.86%, SMS 96.57%, KUSD 96.09%</p> <p>2019-2020</p> | <p>Our attendance rates declined sharply this year, as did our enrollment based on Covid-19 Quarantines and families moving out of our attendance area.</p> <p>Attendance rates are listed below:</p> <p>2021 -2022 KES 95.00%, SMS 93%, KUSD 94%</p> | <p>Our attendance rates have stabilized a bit this year, but are not near what we want to see. A decrease is clearly evident. The mixed messages we send regarding illness and attendance are confusing and contradictory to one another. The slightly better rates have seemed to stabilize. We do however continue to experience declining enrollment. This is attributed to the state wide phenomena most districts in</p> | <p>We continue to focus on attendance and see this as an ongoing goal. Unfortunately, flu season is upon us, and we have ill kids. We continue to promote attendance and have engaged with the county-wide attendance counts campaign. We have shown growth and hope to improve by the school year's end. Currently: KES: 94.94% SMS: 94.34% KUSD: 94.74%</p> | <p>We have just barely made this as we continue to work on attendance in a post-pandemic environment. Our desired outcome will focus on achieving rates above 96% or higher.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------|---|---|---|---|---|
| | | | <p>California are experiencing.</p> <p>Attendance rates are listed below:</p> <p>2022 -2023 KES 93.71%, SMS 93.13%, KUSD 93.52%</p> | | |
| Chronic Absenteeism Rates. | <p>Chronic Absenteeism rates are listed below:</p> <p>2019 Dashboard indicates: District - 6.7% KES - 6.3% SMS - 7.4%</p> | <p>Chronic Absenteeism rates are listed below:</p> <p>2021-2022 indicates: District - 13.9% KES - 13.19% SMS - 14.64%</p> | <p>Every effort possible is being made to address this alarming number. Chronic Absenteeism rates are listed below:</p> <p>2022-2023 indicates: District - 13.9% KES - 17.6% SMS - 6.0%</p> | <p>We continue to focus on attendance and see this as an ongoing goal. Unfortunately, flu season is upon us, and we have ill kids. We continue to promote attendance and have engaged with the county-wide attendance counts campaign. We have shown growth and hope to improve by the school year's end. Currently: KES: 22.0% SMS: 14.7% KUSD: 20.03%</p> | <p>We have met our desired outcome to decrease chronic absenteeism rates by 1% each year.</p> |
| Middle school dropouts. | We have no middle school dropouts. | We have no middle school dropouts. | We have no middle school dropouts. | We have no middle school dropouts. | We have met our desired outcome to decrease or prevent |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|---|--|
| | | | | | middle school dropouts entirely each year. |
| Suspension Rates | <p>Suspension numbers are listed below: 2019 Dashboard indicates:</p> <p>District - 5% KES - 2.6% SMS - 10.6%</p> | <p>Suspension numbers are listed below: 2021-2022 indicates:</p> <p>District - 2.5% KES - 2% SMS - 3%</p> | <p>Suspension numbers are listed below: 2022-2023 indicates:</p> <p>District - 12.0% KES - 12.0% SMS - 12.1.2%</p> | <p>We have steadily decreased our suspensions and hope to end the year with very low rates. Positive interventions via MTSS have greatly supported our students. Currently: KES: 1.4% SMS:8.8% KUSD:3.6%</p> <p>District Special Education Suspension rate 7.4%</p> | We have met our desired outcome to decrease the number of suspensions by 5%. |
| Expulsion Rates | <p>Expulsion Rates KES 1, SMS 1, KUSD 2 2019-2020 KES 0, SMS 0, KUSD 0 2019-2020</p> | <p>Expulsion Rates KES 1, SMS 1, KUSD 2 2019-2020 KES 0, SMS 0 , KUSD 0 2021-2022</p> | <p>Expulsion Rates KES 0, SMS 0, KUSD 0 2021-2022 KES 0, SMS 0 , KUSD 0 2022-2023</p> | We have not experienced any expulsion. | We have met our desired outcome to decrease the number of expulsions by 5% at both sites and districtwide. |
| Student access to counseling and mental health services. | Baseline for student access to counseling and mental health | A baseline of 5% increase in student opportunities for | Our increase is far beyond the 5% goal. We have increased in | We have been blessed with the support our clinicians, | We have met our desired outcome of increasing the number |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|--|---|
| | services will be established in 2021-2022 | access to counseling and mental health services was established and exceeded in the 2021-2022 school year. Our increase of interns, counselors, and clinicians at all grade levels provided unprecedented student support. Our number of students seeking services increased by over 30%. | student opportunities for counseling and mental health services by 30%. This is evidenced by the counseling data reports kept for both sites. Our continued push for opportunities for access to counseling and mental health services was and is successful and exceeded in the 2022 - 2023 school year. Our increase of interns, counselors, and clinicians at all grade levels provided unprecedented student support. Our number of students seeking services increased by over 35%. | counselors, SEITY, and MTSS activities and services. More students are being serviced and the health of our students is clearly being addressed. Our partnerships with Mental Health sources have contributed to the wellbeing of students and staff. We hope to continue with the same level of services in the future. | of students participating in counseling and mental health services, which will support the base year data trends as we continue to address the immediate needs of our students in the future three-year LCAP Cycle. |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Keyes Union School District has fully implemented the actions as described for goal three. There were no substantive differences in planned actions and actual implementation of these actions.

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.

Keyes Union School District does not show material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3. 1 Parent Involvement - Effective

We fostered strong school-home partnerships through multiple channels: parent education nights, increased communication methods (texts, social media, etc.), a parent institute, and translation services. We also maintained subscriptions to resources that support parent involvement and communication. We increased our participation rate to 5%.

Action 3.2 & 3.4 Student Engagement & Well-being - Effective

We expanded student engagement by offering diverse activities (sports, clubs, events) and continued vital resources like libraries and outdoor education. Additionally, we promoted attendance and achievement through incentives and awards, while also prioritizing social-emotional well-being through a daily check-in system (Siety) for both students and staff.

Action 3.3 Safe & Supportive Campus – Effective

Our focus on student and staff well-being has seen significant success. Increased support through clinicians, counselors, SEITY check-ins, and MTSS interventions has expanded services to more students. Strong partnerships with mental health resources have positively impacted the overall well-being of our school community. We're committed to maintaining this high level of support in the future.

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

We have modified the language of Goal 3 to include a focus on engagement and fostering a positive school climate. A new metric has been included to measure school connectedness and safety for students, parents, and staff. There are no changes to 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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|------------------------------------|---|
| Keyes Union Elementary School District | Dr. Helio Brasil Superintendent | Hbrasil@keyes.k12.ca.us 209-669-2921 |

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Introduction:

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

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

Each site's enrollment at the end of the 2023-2024 school year was 715 (which is a slight increase of 2 students from 2022-23). Keyes Elementary enrollment is 480 students, and Spratling Middle School enrollment is 235. Our District serves the Keyes community and parts of Ceres, Hughson, and Turlock. Specific Information about schools within the District follows:

The Keyes Early Head Start Program has 35 out of 48 slots enrolled, the Keyes Regional Head Start Program has 31 out of 32 enrolled, the Keyes State Preschool Program has 39 enrolled, with 20 in the AM and 19 in the PM programs, and our TK program has 33 enrolled. Keyes School District has both a Head Start Program and a State Preschool Program to service infants through pre-kindergarten students. Enrollment in the combined programs is approximately 105 students.

Keyes Elementary School (TK-5)

Keyes Elementary School is a K-5 school founded in 1905 and located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600 and has a diverse cultural and ethnic base, including Hispanic, Hmong, Assyrian, White, and Portuguese. Approximately 50% of the students of Keyes Elementary School are English Learners, and 100% of the students receive free and reduced lunch. Keyes Elementary School services approximately 481 students in grades K through 5, located at 4400 Maud Avenue in Keyes, California. Keyes Elementary School is a Title 1 school. The school's mission of developing leaders, one child at a time, is manifested through a demanding curriculum taught by dedicated professional educators who are committed to educating leaders for the 21st century. We accomplish this mission by first providing a learning environment that fosters the acquisition of sound academic skills based on the high expectations of all students. Secondly, by providing a safe, nurturing, yet challenging environment, we support students as they learn to be good decision-makers, develop respect for themselves and others, and grow as mentally, emotionally, and physically healthy individuals.

Student Enrollment in the percentage of total enrollment by Groups:

Black or African American - 4 =0.8%

American Indian or Alaska Native - 2 =0.4%

Asian - 28 =5.9%

Hispanic or Latino - 382 =80.8%

White - 52 =11%

Two or More Races - 4 =0.8%

English Learners - 218 = 46.1%

Foster Youth - 0 = 0.0%

Homeless Youth - 4 =0.8%

Migrant Education - 29 = 6.1%

Students with Disabilities - 67 =14.2%

Socioeconomically Disadvantaged - 407 = 86.0%

Barbara Spratling Middle School (6-8)

The school is located in the unincorporated community of Keyes in Stanislaus County, between Ceres and Turlock. The current population of Keyes is approximately 5,600 and has a diverse cultural and ethnic base, including Hispanic, Hmong, Assyrian, White, and Portuguese. The middle school has approximately 35% English Learners. The Keyes Union School District is committed to quality education for all students. We promote student success through academic excellence and a positive, safe learning environment in partnership with the home and community. Each student will demonstrate self-confidence, community pride, and the skills to become a responsible citizen. Spratling Middle School services approximately 235 students in grades 6-8. The mission of Spratling Middle School is to empower and inspire all students to apply the knowledge, skills, and attitudes necessary to become creative problem solvers, achieve personal success, and contribute

responsibly to our diverse and dynamic world. As a staff, we will work collaboratively with parents, students, and the community to maintain a positive and safe environment that contributes to the total development of each Spratling Middle School student, helping them on their journey to become college and career-ready.

Student Enrollment in the percentage of total enrollment by Groups:

Black or African American - 1 =0.4%

American Indian or Alaska Native - 1 =0.4%

Asian - 11 =4.8%

Filipino - 1 =0.4%

Hispanic or Latino - 194 =84.7%

White - 20 =8.7%

Two or More Races - 1 =0.4%

English Learners - 78 =34.1%

Foster Youth - 0 =0.0%

Homeless Youth - 0 =0.0%

Migrant Education - 12 =5.2%

Students with Disabilities - 37 =16.2%

Socioeconomically Disadvantaged - 208 =90.8%

Keyes to Learning Charter School (TK-12)

Keyes to Learning Charter School, affectionately known as KTL, is one of the longest-running Charter Schools in California. Established in 1995 as the 85th California charter school, its initial program was independent study home school grades K-8. Today, KTL offers a selection of educational program choices for grades TK-12.

KTL Educational Philosophy:

1. Using the Core Knowledge Sequence®, students should acquire basic liberal arts content knowledge early to create a strong foundation for thinking and learning.
2. Parents play an essential role in their children's education.
3. Communication between the home and school is ongoing and an integral part of the learning environment.
4. Parent input is valued, promoted, and acknowledged.
5. Education is a lifelong process.

KTL Mission Statement: Keyes to Learning Charter School, working in partnership with families and the community, will provide each student in transitional kindergarten through twelfth grade with the materials, expertise, and opportunities needed to be a productive citizen and lifelong learner. This will be accomplished by offering individualized attention in one-on-one and small class settings using high-quality academic resources. KTL Vision Statement: Keyes to Learning Charter School, recognizing that children achieve best when parents are actively involved in the learning process, will provide families of kindergarten through twelfth-grade students with the materials, expertise, and opportunities needed for quality education and success in the 21st century.

Student Enrollment in the percentage of total enrollment by Groups:

Black or African American - 1 =0.3%

American Indian or Alaska Native - 4 =1.3%

Asian - 10 =3.2%
Filipino - 1 =0.3%
Hispanic or Latino - 139 =43.8%
Native Hawaiian or Pacific Islander - 1 =0.3%
White - 152 =47.9%
Two or More Races - 8 =2.5%
English Learners - 30 =9.5%
Foster Youth - 0 =0.0%
Homeless Youth - 0 =0.0%
Migrant - 0 =0.0%
Students with Disabilities - 21 =6.6%
Socioeconomically Disadvantaged - 126 =39.7%

Reflections: Annual Performance

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

As we reflect on the annual performance of Keyes Union Elementary School District, it is imperative to delve into both the broader context provided by the California School Dashboard (Dashboard) and the localized data specific to our district. This comprehensive approach allows us to gain a nuanced understanding of our achievements, challenges, and areas for growth. Based on our Dashboard and local measures, we identified the following student groups that received the lowest performance levels: Students with Disabilities in English Language Arts and Mathematics; we also had our Students with Disabilities, EL, and whites identified for suspensions. We also had our Asian students identified as Chronic Absenteeism.

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

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

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

Academic Achievement: We celebrate areas where our students have demonstrated proficiency and growth, acknowledging our educators' dedication and our students' resilience. However, we recognize the need for targeted support in subjects or grade levels where performance may lag. These areas are English Language Arts, where we declined by 7 points, and Mathematics, where we maintained 2.2. We were also

designated and placed on notice of Differentiated assistance under LCF based on Students with Disabilities in English Language Arts and Mathematics; we also had our Students with Disabilities identified for suspensions.

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

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

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

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

Reflections: Technical Assistance

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

Summary of Technical Assistance Work Underway for Keyes Union Elementary School District with Support from Stanislaus County Office of Education

Keyes Union School District Meets the criteria for Differentiated Assistance under LCFF based on the State Priority 4: Student Achievement Academic ELA and Math with students with disabilities. We are also eligible under the State Priority of School Climate for suspending students with disabilities.

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---------------------------------------|---|
| General Overview | The adopted Local Control and Accountability Plan (LCAP) in the Keyes Union Elementary School District was significantly shaped by the invaluable feedback provided by various educational partners. Through collaborative efforts with stakeholders such as the English Language Learner Committee (ELL), the District English Language Learner Committee, Parents, Students, School Site Council (SSC) "Coffee with the Principals" sessions, Parent Teacher Club (PTC), parents, students, and staff including bargaining units, the district was able to ensure that the LCAP addressed the diverse needs of its community. |
| DELAC November 2023 through June 2024 | <p>The input from the ELL Committee played a crucial role in tailoring strategies and initiatives to support English language learners effectively. This committee provided insights into this demographic's specific challenges and requirements, ensuring that resources and programs were appropriately allocated.</p> <p>The District English Language Learner Committee contributed broader perspectives and expertise, offering guidance on overarching goals and best practices for English language learner education district-wide.</p> |

| Educational Partner(s) | Process for Engagement |
|--|---|
| SELPA November 2023 through June 2024 | All draft plans are shared with the SELPA Director by holding district meetings to review the plan with the SELPA Director, Special Education/ Curriculum Director, and Superintendent. |
| School Site Council November 2023 through June 2024 | The adopted Local Control and Accountability Plan (LCAP) in the Keyes Union Elementary School District was significantly shaped by the invaluable feedback provided the district was able to ensure that the LCAP addressed the diverse needs of its community. |
| Students Including Foster Youth and Homeless November 2023 through June 2024 | The involvement of students ensured that their voices were heard in the decision-making process. Their perspectives, experiences, and aspirations provided essential guidance in shaping programs and services that resonated with their needs and aspirations. |
| Parents, community November 2023 through June 2024 | <p>In almost every meeting, the board was updated on the Local Control Accountability Plan either with a presentation or during the Superintendent's update. Our LCAP annual report and a three-year plan began in August of 2023 with the plan's implementation. In November, a mid-year review was started and completed in early January 2024. In January of 2024, the district convened the new LCAP three-year plan committee, and it, along with our educational partners, began meeting and developing the plan by seeking input and meeting twice per month on Wednesdays, early release days each month from January through June 3, 2024.</p> <p>In the mid-year review in February, the Superintendent shared the LCAP review update with fiscal and goal progress. covering the introduction and review of the changes and process for monitoring our 2023-24 LCAP. The new changes were also clearly shared with all educational partners.</p> <p>This process and multiple activities and meetings began in January and went well through June 3.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| | <p>Engagement with Parents through various channels, such as Coffee with the Principals sessions, PTC meetings, and direct communication channels, allowed for a comprehensive understanding of parental concerns, aspirations, and suggestions. Parents provided valuable insights into areas needing improvement, advocated for resources aligned with their children's needs, and helped prioritize initiatives that directly impacted student success.</p> <p>Additionally, the involvement of students ensured that their voices were heard in the decision-making process. Their perspectives, experiences, and aspirations provided essential guidance in shaping programs and services that resonated with their needs and aspirations.</p> <p>Furthermore, the input from School Site Councils, comprising parents, teachers, and community members, facilitated a collaborative approach to decision-making at the school level. These councils played a pivotal role in aligning school-level priorities with the broader district goals outlined in the LCAP.</p> <p>The contributions of staff, including representatives from bargaining units, were integral in designing strategies that supported the professional development needs of educators, ensured a supportive working environment, and fostered a culture of collaboration and excellence.</p> <p>Overall, the adoption of the LCAP in the Keyes Union Elementary School District reflects a comprehensive and inclusive approach driven by the collective feedback and insights of educational partners, parents, students, and staff. Through ongoing collaboration and dialogue, the district remains committed to addressing the evolving needs of its diverse community and advancing educational equity and excellence for all students, including homeless and foster youth. The district's educational partners are truly committed to all students.</p> |

| Educational Partner(s) | Process for Engagement |
|--|--|
| Both KTA and CSEA Keyes Unions November 2023 through June 2024 | The contributions of staff, including representatives from bargaining units, were integral in designing strategies that supported the professional development needs of educators, ensured a supportive working environment, and fostered a culture of collaboration and excellence. |
| PTC November 2023 through June 2024 | Furthermore, the input from School Site Councils, comprising parents, teachers, and community members, facilitated a collaborative approach to decision-making at the school level. These councils played a pivotal role in aligning school-level priorities with the broader district goals outlined in the LCAP. Our Parent Teacher Club PTC were also given the opportunity to share and were a part of the engagement of our partners. |
| Administrators and Teachers November 2023 through June 2024 | All site principals, coordinators, and teachers were involved in providing support, expertise, and suggestions for the development of the LCAP. Keyes seeks and finds these individuals as integral in designing strategies that supported the professional development needs of educators, ensured a supportive working environment, and fostered a culture of collaboration and excellence. Our administrators, teachers and entire district admin team know our students and seek all possible to have opportunities for their achievement. This entire process with all educational partners was and is collaborative and respected. |
| ELAC November 2023 through June 2024 | <p>The input from the ELL Committee played a crucial role in tailoring strategies and initiatives to support English language learners effectively. This committee provided insights into this demographic's specific challenges and requirements, ensuring that resources and programs were appropriately allocated.</p> <p>The District English Language Learner Committee contributed broader perspectives and expertise, offering district-wide guidance on overarching goals and best practices for English language learner education.</p> |

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

The Keyes Union Elementary School District has spent most of the 2023-2024 School Year working to engage and re-energize our LCAP. This was no easy task and involved much communication, listening, feedback, and analysis of our many data points. The following are a few of the vessels that took this work between November 2023 and June 5, 2024:

Board Meetings

ELAC

DELAC

School Site Council

Students

Parents

Foster Youth

Homeless

Bargaining Units

PTC

The following are some of the activities that served as providing feedback from our educational partners:

Student performances

Student assemblies for recognition for academics and attendance

Arts and Science Projects

Coffee with the Principals

Community engagement nights and activities like Fall Carnival, Family Engagement Lunch, and activities

PTC fundraisers and family nights like Bingo and movie nights

At almost every meeting, the board was updated on the Local Control Accountability Plan either with a presentation or during the Superintendent's update.

At the mid-year review in February, the Superintendent shared the LCAP review update with fiscal and goal progress, covering the introduction and review of the changes and process for monitoring our 2023-24 LCAP. The new changes were also clearly shared with all educational partners.

The adopted Local Control and Accountability Plan (LCAP) in the Keyes Union Elementary School District was significantly shaped by the invaluable feedback provided by various educational partners. Through collaborative efforts with stakeholders such as the English Language Learner Committee (ELL), the District English Language Learner Committee, Parents, Students, School Site Council (SSC) "Coffee with the Principals" sessions, Parent Teacher Club (PTC), parents, students, and staff including bargaining units, the district was able to ensure that the LCAP addressed the diverse needs of its community.

The input from the ELL Committee played a crucial role in tailoring strategies and initiatives to effectively support English language learners. This committee provided insights into this demographic's specific challenges and requirements, ensuring that resources and programs were appropriately allocated.

The District English Language Learner Committee contributed broader perspectives and expertise, offering district-wide guidance on overarching goals and best practices for English language learner education.

Engagement with Parents through various channels, such as Coffee with the Principals sessions, PTC meetings, and direct communication channels, allowed for a comprehensive understanding of parental concerns, aspirations, and suggestions. Parents provided valuable insights into areas needing improvement, advocated for resources aligned with their children's needs, and helped prioritize initiatives that directly impacted student success.

Additionally, students' involvement ensured their voices were heard in decision-making. Their perspectives, experiences, and aspirations provided essential guidance in shaping programs and services that resonated with their needs and aspirations.

Furthermore, the input from School Site Councils, comprising parents, teachers, and community members, facilitated a collaborative approach to decision-making at the school level. These councils played a pivotal role in aligning school-level priorities with the broader district goals outlined in the LCAP.

The contributions of staff, including representatives from bargaining units, were integral in designing strategies that supported the professional development needs of educators, ensured a supportive working environment, and fostered a culture of collaboration and excellence.

Overall, the adoption of the LCAP in the Keyes Union Elementary School District reflects a comprehensive and inclusive approach driven by the collective feedback and insights of educational partners, parents, students, and staff. Through ongoing collaboration and dialogue, the district remains committed to addressing the evolving needs of its diverse community and advancing educational equity and excellence for all students, including homeless and foster youth. The district's educational partners are truly committed to all students.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Goal 1: Academic Achievement: Ensure all students demonstrate proficiency in core subjects and are prepared for college, career, and civic life. | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|-----------------------|----------------|----------------|------------------------------|----------------------------------|
| 1.1 | Implementation of state board adopted academic | Baseline Year 2023-24 | | | We will provide professional | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | content and performance standards for all students. Based on data from CA Dashboardent, state and local performance data. | A baseline has been identified: 95 % of teachers need professional development in the areas of ELA and Math standards. | | | development for a 100% of teachers in the areas of ELA and Math. | |
| 1.2 | Percentage of adopted standards-aligned materials in grades K-8 | Baseline Year 2023-24 100% of the students have sufficient access to instructional materials in all content areas. However, some materials must be adopted as the state establishes future adoption cycles. | | | 100% of the students will have sufficient access to instructional materials in all content areas, including future adoption cycles. | |
| 1.3 | In addition, the district proposes a yearly 5% growth in standards mastery as measured by the dashboard in ELA, ELPI, Math, and NGSS. | Baseline Year 2023-24 The baseline dashboard data: ELA: 33.7 points below standard ELPI: 50.2% making progress Math: 59 points below standard NGSS: 23.75% met or exceeded standard Student group that performed in Red. ELA SWD: 96.4 points below standard Math | | | The growth or maintenance is as follows and will be based on Dashboard data: ELA: 20.0 points below standard ELPI: 65.0% making progress Math: 40 points below standard NGSS: 35.00% met or exceeded standard The student group performed in the Red base year. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | | SWD: 132 points below standard | | | ELA SWD: 96.4 points below standard Math SWD: 132 points below standard The target is no group in the red performance category or a decrease of 50% below standard in Math and ELA. | |
| 1.4 | Percentage of: * Misassignments of teachers of ELs * Total teacher misassignments * Vacant teacher positions Based on Staffing Human Resources and Fiscal reports | Baseline Year 2023-24 Percentage of: * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 1 | | | Percentage of: * Misassignments of teachers of ELs - 0% * Total teacher misassignments - 0% * Vacant teacher positions - 0 | |
| 1.5 | Inventory of technology devices for students and staff | Baseline Year 2023-24 100% of our students have one-to-one devices, with 100% iPads in TK-K and 100% Chromebooks in grades 1-8. 100% of our teachers and paraprofessionals have a laptop, smartboard, projector, and | | | 100% of our students have one-to-one devices, with 100% iPads in TK-K and 100% Chromebooks in grades 1-8. 100% of our teachers and paraprofessionals have a laptop, | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | document camera for instructional support. | | | smartboard, projector, and document camera for instructional support. | |
| 1.6 | All students have access to a broad course of study with programs and services developed and provided to unduplicated pupils | Baseline Year 2023-24 The Master schedule at the elementary and middle school levels includes ELA/ d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including English learners, low-income, and foster youth. We currently have music in grades 6-8 and art in grades TK-8. | | | The Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including English learners, low-income, and foster youth. Our goal is to provide art and music to all students in TK-8. | |
| 1.7 | Implementation of programs and services developed and provided to individuals with exceptional needs | Baseline Year 2023-24 The Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including individuals with exceptional needs. | | | Continue to ensure the Master schedule at the elementary and middle school levels includes ELA/d-ELPI, Math, Science, Social Studies, Health, and PE for all students, including individuals with exceptional needs. Will also see ten addition of | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | | | | intervention supports | |
| 1.8 | School facilities are maintained in good repair | Baseline Year 2023-24 All district facilities are well-maintained and have, at the minimum, a Good Rating on the latest yearly inspection. | | | All district facilities are well-maintained and have, at the minimum, a Good Rating on the latest yearly inspection. | |
| 1.9 | Implementation of State Standards Self-Reflection Tool (Rating Scale lowest to highest) 1 = No Progress 2 = Beginning phase of development 3 = Progress 4 = Full implementation | Baseline Year 2023-24 All teachers have been trained on the ELPI standards as part of our ELA/ELD professional development this year. All teachers participated in Language Acquisition Training (ELPI) during the 2023-24 school year. This will be followed up during 2024-25 with ongoing training, coaching, and support for teaching English learners across all content areas. | | | Maintain with all teachers trained on the ELPI standards as part of our ELA/ELD professional development. All teachers participated in Language Acquisition Training (ELPI) and followed up with ongoing training, coaching, and support for teaching English learners across all content areas. | |

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 1.1 | Common Core and ELD Standards Implementation | <ul style="list-style-type: none">a. Monitor and adjust the plan as needed.b. Continue professional development in Math, ELD, ELA, Mathematics, Science, and Social Studies.c. Continue to purchase standards-aligned materials and resources to support curriculum core adoptions.d. Continue to support the funding for a curriculum director position.e. Begin to plan to fund a special education director position.f. Add additional Reading and writing supplemental materials for all grade interventions. | \$598,244.00 | Yes |
| 1.2 | Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible) | <ul style="list-style-type: none">a. Maintain computers / electronic Chromebooks and class devicesb. Evaluate technology needs and purchase additional devices and applications for student and staff usec. Implement a technology replacement pland. Maintain Datapath Contract for IT Support Services | \$283,780.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|--------------|--------------|
| 1.3 | Technology infrastructure and devices | <ul style="list-style-type: none"> a. Maintain proper course assignments b. Continue yearly monitoring of appropriate assignments and credentials c. Continue with additional teacher position at SMS d. Continue with a teacher at SMS to support block schedule e. Maintain teacher days from 181 to 183 | \$203,160.00 | Yes |
| 1.4 | Differentiated Assistance | Improve student achievement, specifically our SWD students, by partnering with SCOE, a technical assistance provider, to offer targeted professional development for teachers and administrators at both the elementary and middle school levels. This training will focus on improving the quality and consistency of core instruction across all content areas. SCOE will also provide professional learning to support the districtwide behavioral MTSS efforts. | | Yes |
| 1.5 | Increase course of study | <ul style="list-style-type: none"> a. Continue with additional electives and add new electives at the middle school when possible b. Provide arts and music education and enrichment activities both during and after school at KES and SMS c. Continue with additional teachers at KES to support lower class sizes and intervention opportunities | \$17,000.00 | Yes |
| 1.6 | Maintain safe facilities for all students and staff | <ul style="list-style-type: none"> a. Continue facilities inspection committee and Facility Site Visit Protocols. b. Continue to implement maintenance plans for needed repairs along with possible future facilities bond passage. | \$150,000.00 | No |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was chosen by our educational partners as the stimulus to ensure students will make yearly sustainable academic progress towards meeting proficiency and skills mastery. The goal was also developed to establish accountability measures for all students and all staff as partners in the learning process.

- 1 – Increase positive teacher interactions with students on a daily basis
- 2 – Increase support services for students
- 3 – Improve support for English Learners and increase reclassification rates
- 4 – Monitor district and state assessments to best communicate progress with our students and parents.

Measuring and Reporting Results

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

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | | | | targeted interventions in grades 1-2. | |
| 2.2 | Percentage of English learners progressing toward English Proficiency on ELPAC; English Learner Reclassification Rates. This will include EL and LTEL students. | <p>Baseline Year 2023-24 Percentage making progress towards proficiency: District - 54.1%, Keyes Elementary - 51.3%, Spratling - 63.3%</p> <p>Our goal is to maintain a 10% reclassification rate per year of our total population.</p> <p>2023 - 2024 school year Data KES: Total ELs prior to RFEP this school year 23-24: 198 ELs Total of RFEP'd students: 12 Total IFEP students: 10 RFEP rate 12/198: 6.1% Total ELs as of 5.17.24: 186 ELs</p> <p>SMS: Total ELs prior to RFEP this school year 23-24: 82 ELs Total of RFEP'd students: 12 Total IFEP students: 1</p> | | | <p>Our goal is to maintain a 10% reclassification rate per year for our total population. In addition, students will make progress toward English Language Proficiency.</p> <p>The percentage number of LTEL will decrease by 5% yearly.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| | | <p>RFEP rate 12/82: 14.6%</p> <p>Total ELs as of 5.17.24: 70 ELs</p> <p>DISTRICT TOTALS: Total ELs prior to RFEP this school year 23-24: 280 ELs Total of RFEP'd students: 24 Total IFEP students: 11 RFEP rate 24/280: 8.6%</p> <p>Total ELs as of 5.17.24: 257 ELs</p> <p>LTEL: 36.2 percent</p> <p>ELPI: 50.2% making progress</p> | | | | |
| 2.3 | Statewide assessment scores; and local benchmark assessments | <p>Baseline Year 2023-24 Based on the Fall 2023 Dashboard, ELA is 33.7 points below standard (orange) with a decrease of 7 points; and math is 59.0 points below standard (orange) with a maintenance of 2.2. Our local benchmark assessments indicate that in ELA and Math</p> | | | <p>Based on the Fall 2023 Dashboard, our goal is to decrease the number of points below standard in ELA and Math by 2 points each year. On local benchmarks our students scores will increase by 1%</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---------------------------------|----------------------------------|
| | | students scoring on grade level or above increased by 1% in both ELA and Math. EL - 76.3 points below standard SED - 37.2 points below standard | | | or more yearly in ELA and Math. | |

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.2 | Increase Support Services for Students | a. Continue with extended day classes at both school sites. b. Provide home-to-school transportation. | \$763,742.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|--------------|--------------|
| | | c. Hire new and maintain paraprofessionals to provide teachers with support for general education, special education, and English Learners. d. Provide program licensing and materials for intervention, tutorial, and enrichment. e. Continued with adequate office clerks and health aides. f. Two additional days per week of mental health clinician support. g. One additional day per week of board-certified behavior analyst support. h. MSW Interns - CSUS Supervisor. I. Mentors from Stanislaus State Criminal Justice Program. | | |
| 2.3 | Improve support for English Learners | a. Continue with professional development on English Language Development Standards and ELA/ELD Framework. b. Continue implementing instruction on research-based English language development, academic content, and academic performance standards in every classroom. c. Continue implementing a plan to monitor English learner progress and report to parents. d. LTEL curriculum has been purchased and will be implemented in the coming year to best support these students d. Continue to support the position of English Language Learner Coordinator. | \$118,840.00 | Yes |
| 2.4 | Monitor formative assessments, and benchmarks | a. Continue with current Benchmark assessments. b. Continue to research and review communication tools to share the student's academic success with all parents. c. Maintain contract with Stanislaus Stats Data to track student progress. | \$8,139.00 | Yes |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 3.1 | The district, with an emphasis on our EL, SED, FY, and SWD parents, will promote parent participation in decision-making, at meetings, and attending events and activities - | Base Line 2023-24 A baseline of 5% yearly attendance will be established in 2024-25. Each site will monitor participation in scheduled events. | | | Increase by 15% total over the three years. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | monitored through sign-in sheets and surveys. | | | | | |
| 3.2 | Attendance Rates | Base Line 2023-24 Attendance rates are listed below: KES 94.94%, SMS 94.34%, KUSD 94.74% 2023-2024 | | | Attendance rates are listed below: KES 95.86%, SMS 96.57%, KUSD 96.09% | |
| 3.3 | Chronic Absenteeism Rates. | Base Line 2023-24 Chronic Absenteeism rates are listed below: Dashboard indicates: 2022-23 District - 20.3% KES - 22.0% SMS - 14.7% Asian - 21.7% | | | Chronic Absenteeism rates are listed below: Dashboard indicates: District - 6.7% KES - 6.3% SMS - 7.4% Asian - 4.0% | |
| 3.4 | Middle school dropouts. | Base Line 2023-24 We have no middle school dropouts. | | | We have no middle school dropouts. | |
| 3.5 | Suspension Rates | Base Line 2023-24 Suspension numbers are listed below: | | | District-wide, the average will be 1.5%, including | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | <p>Dashboard indicates:</p> <p>District - 3.6%</p> <p>KES - 1.4%</p> <p>SMS - 8.8%</p> <p>District Special Education Suspension rate: 7.4%</p> <p>EL - 4%</p> <p>White - 6.7</p> <p>In 2024, district-wide, the overall average will be 3.5%, including students with special needs.</p> | | | <p>students with special needs.</p> <p>District - 1.5</p> <p>KES - 1.0</p> <p>SMS - 3.5</p> <p>District Special Education Suspension rate: 2.5%</p> <p>EL - 1%</p> <p>White 3%</p> | |
| 3.6 | Expulsion Rates | <p>Base Line 2023-24</p> <p>Expulsion Rates</p> <p>KES 0, SMS 0, KUSD 0</p> <p>2024 Maintain</p> | | | <p>Expulsion Rates</p> <p>KES 0, SMS 0, KUSD 0</p> <p>Maintain</p> | |
| 3.7 | Student access to counseling and mental health services. | <p>Base Line 2023-24</p> <p>Baseline is that all students have access to mental health services</p> | | | <p>The goal is to maintain our current level of resources and support</p> | |
| 3.8 | Positive teacher interactions will be measured through student surveys, CHKS and local measures, administrator walkthroughs and observations, and daily planners requiring | <p>Base Line 2023-24</p> <p>A baseline will be established in 2024-2025 to increase the number of positive interactions between students and teachers by 5% annually with the support of PBIS, MTSS,</p> | | | <p>Show an increase in student-teacher-positive interaction by 5% yearly with the support of PBIS, MTSS, and the Seity health and wellness application.</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | <p>teacher and parent signatures.</p> <p>Daily interaction with students and parents will begin with 75% of agendas being signed by students, parents, and teachers. This will increase by 5% each of the grading periods.</p> | <p>and the Seity health and wellness application.</p> <p>The baseline is 75% daily agenda interaction with students and parents. The agendas will be signed by students, parents, and teachers. This will increase by 5% each of the grading periods.</p> | | | <p>Daily interaction with students and parents will reach 95%, with agendas signed by students, parents, and teachers. This will increase each of the grading periods until meeting 95%.</p> | |
| 3.9 | Students, staff and Parents Feel Safe and Connectedness At School | <p>Base Line 2023-24</p> <p>Percent who agree that the school is safe</p> <p>95% Students</p> <p>98 % Staff</p> <p>90 % Parents</p> <p>Percent who agree that they are connected to the school</p> <p>92% Students</p> <p>99% Staff</p> <p>90% Parents</p> | | | <p>Percent who agree that the school is safe:</p> <p>Students, Staff and Parents will be 98 to 100%</p> <p>Percent who agree that they are connected to the school: Students, Staff and Parents will be 98 to 100%</p> | |

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|--------------|--------------|
| 3.1 | Parent Involvement | <p>a. Provide at least two parent education nights at each site and increase family/parent engagement practices, which may include parenting Institutes, such as PIQE and PEP. Work to increase family/parent engagement, focusing on our unduplicated students' families.</p> <p>b. Improve communication between school and home (phone calls, texts, Facebook, District and School WebsiteParentSquare, Twitter, teacher-written messages).</p> <p>c. Provide student agendas for all students TK-8.</p> <p>d. Provide translation services for parent conferences and IEP meetings.</p> <p>e. Increase family/parent engagement by focusing on our unduplicated students' families.</p> | \$39,658.00 | Yes |
| 3.2 | Student Engagement and Participation | <p>a. Continue with opportunities for more student involvement through sports, activities, electives, and events.</p> <p>b. Continue with library support at both school sites.</p> <p>c. Provide free outdoor education (6th Grade Camp).</p> <p>d. Continue with the support of attendance incentives and academic awards.</p> | \$255,197.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------------|---|--------------|--------------|
| | | e. We will track, monitor, and support our Asian students who performed in Red on the dashboard for chronic absenteeism. | | |
| 3.3 | Safe and Supportive Campuses | <p>a. All staff will continue to implement a positive behavior support system district-wide.</p> <p>b. Analyze data, plan and implement recognition events, and additional supports.</p> <p>c. Continue with a full-time counselor at each school site to maintain counseling and support services for students.</p> <p>d. Visual Arts Instruction and field trips.</p> <p>e. Provide materials and supplies for campus culture.</p> <p>f. Provide SART/DART and SARB referrals to increase positive attendance.</p> <p>g. Continue with intermural sports at SMS.</p> <p>h. Provide additional campus and bus supervision at KES and SMS, including Physical Education.</p> <p>i. Continue supporting the position of Campus Community Liasion to support the homeless, foster youth, and other students needing services or support.</p> <p>j. Continue with the Implemented SEITY emotional well-being program.</p> <p>k. We will track, monitor, and support our SWD, EL, and white students who performed in Red on the dashboard for suspensions.</p> <p>L. Continue to provide extra support for Physical Education support staff.</p> | \$528,561.00 | Yes |
| 3.4 | SEITY Emotional Health Wellbeing | This is an online application supporting student and staff well-being. Provides a daily check in with staff and students on how they are feeling and doing in terms of social and emotional well-being. | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.5 | Increase positive teacher interactions with students. | a. Continue with additional teachers at KES to maintain lower class sizes. b. Continue with professional development on student engagement, leadership, and positive culture, including MTSS, and Seity programs to best support all students. | \$391,889.00 | Yes |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$2,775,291 | \$353,225 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 39.002% | 3.243% | \$240,031.74 | 42.245% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.1 | <p>Action: Common Core and ELD Standards Implementation</p> <p>Need: Data indicates that all student groups need strong implementation of Common Core Standards-aligned curriculum and instructional practices, especially our Students With Disabilities group, which scored lower on the California Dashboard than others. Data also</p> | To address this need, our action plan focuses on comprehensive training for educators, alignment of curriculum and instructional practices with the standards, and ongoing assessment and support mechanisms. Providing professional development opportunities for teachers and administrators ensures they have the knowledge and resources to implement the standards in their classrooms effectively. This will help increase academic achievement in our EL, SWD, and SED groups. | <p>Metric 1.3</p> <p>a. ELA: Increase from 33.7 points below standard to 28.7 points below standard</p> <p>b. Math: Increase from 59 points below standard to 54 points below standard</p> <p>c. ELPI: Increase from 50.2% making progress to 55.2% making progress</p> |

| 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 |
|-------------------|---|---|--|
| | <p>indicates that our ELs needs strong implementation of English Language Development-aligned curriculum and instructional practices. Improving our use and implementation of Common Core and ELD standards will help all student groups achieve these standards, especially our EL, who scored 16.19% in ELA and 12.85% in math, SWD who scored 6.66% in ELA and 11.11% in math; and SED groups, who scored 28.99% in ELA and 25.35% in math compared to our All Students group who scored 35.68% met or exceeded in ELA and 26.36 met or exceeded in math.</p> <p>ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard</p> <p>Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard</p> <p>Scope: LEA-wide</p> | <p>Implementing this LEA-wide ensures consistency and coherence in instruction, maximizes resources, and promotes collaboration among educators to share best practices and support one another. Our data shows that all student groups scored in the orange or red performance level on the California Dashboard for ELA and scored in the yellow, orange, or red in math.</p> | <p>d. NGSS: Increase from 23.75 points below standard to 18.75 points below standard</p> |
| 1.2 | Action: | Ensuring highly qualified staff will benefit both English learners and SED students by providing effective instruction (differentiating instruction, | 1.3 Dashboard Data 1.4 Percentage of teacher misassignments: |

| 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 |
|-------------------|---|---|---|
| | <p>Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible)</p> <p>Need: Academic indicators demonstrate the need to ensure staff support EL and SED students meeting state standards. In ELA, EL (-51.5) and SED (-37.2) are points below standard. In math, the deficit increases to EL (-76.4) and SED (-61.5) subgroups being even further below standard. Having highly qualified staff at schools ensures that students receive the best possible education because they possess the expertise and skills necessary to effectively facilitate learning, foster student growth, and create a supportive academic environment.</p> <p>To address this need, we implement comprehensive recruitment strategies to attract highly qualified candidates, provide ongoing professional development opportunities to support teacher growth and effectiveness and prioritize hiring bilingual educators to serve our linguistically diverse student body better.</p> <p>Scope: LEA-wide</p> | <p>using visuals, small groups, etc.) and a supportive learning environment conducive to academic success.</p> <p>Providing highly qualified teachers and instructional staffing ensures equitable access to high-quality instruction for all students and this will also help all LEA students with similar academic achievement needs.</p> | <p>a. Misassignments of teachers of ELs - 0% b. Total teacher misassignments – 0% c. Vacant teacher positions - 0</p> |
| 1.3 | Action: Technology infrastructure and devices | By ensuring equitable access for our English Learners and SED students to digital resources and promoting a technologically enriched learning | 1.3 Dashboard Data 1.4 Technology inventory |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>Need: The identified need for technology infrastructure and devices is essential for ensuring equitable access to 21st-century learning opportunities for all students. Our action plan focuses on improving technology infrastructure and providing devices to students and educators to support digital learning initiatives. Our SED and EL students often lack internet connectivity at home to access the curriculum. We provide Chromebooks to all students and refer students without connectivity to low-cost providers.</p> <p>Academic indicators demonstrate the need to ensure that staff support students in meeting state standards. In ELA, EL (-51.5), and SED (-37.2) points below standard. In math the deficit increases to EL (-76.4) and SED (-61.5) subgroups being even further below standard.</p> <p>·</p> <p>ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard</p> <p>Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard</p> | <p>environment, we are preparing them for future academic and professional endeavors.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures that all students and educators can access the necessary technology resources to support teaching and learning. By centralizing procurement, maintenance, and support services, we streamline operations, maximize cost-efficiency, and ensure consistency in technology access and usage across the district/school.</p> <p>To address this need, we invest in upgrading network infrastructure, increasing bandwidth capacity, and enhancing Wi-Fi connectivity to ensure reliable and high-speed internet access throughout the district/school. Additionally, we allocate resources to procure and distribute devices such as laptops, tablets, and other instructional technology tools to students and teachers.</p> | |

| 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 | | |
| 1.4 | <p>Action: Differentiated Assistance</p> <p>Need: Based on our academic indicators and suspension rates our teachers need extra support in developing instructional practices to best meet the needs of our EL and SED Students.</p> <p>Scope: LEA-wide</p> | <p>To address this need, our action plan focuses on comprehensive training for educators, alignment of curriculum and instructional practices with the standards, and ongoing assessment and support mechanisms. Providing professional development opportunities for teachers and administrators ensures they have the knowledge and resources to implement the standards in their classrooms effectively. This will help increase academic achievement in our EL, SWD, and SED groups.</p> <p>Implementing this LEA-wide ensures consistency and coherence in instruction, maximizes resources, and promotes collaboration among educators to share best practices and support one another. Our data shows that all student groups scored in the orange or red performance level on the California Dashboard for ELA and scored in the yellow, orange, or red in math.</p> | <p>Metric 1.3</p> <p>a. ELA: Increase from 33.7 points below standard to 28.7 points below standard</p> <p>b. Math: Increase from 59 points below standard to 54 points below standard</p> <p>c. ELPI: Increase from 50.2% making progress to 55.2% making progress</p> <p>d. NGSS: Increase from 23.75 points below standard to 18.75 points below standard</p> |
| 1.5 | <p>Action: Increase course of study</p> <p>Need: The identified need for increasing the course of study is fundamental to providing EL, SED, and unduplicated students with a well-rounded and comprehensive education that prepares them for success in college, careers, and beyond. Our action plan focuses on expanding course offerings, providing diverse learning opportunities, and fostering student</p> | <p>To address this need, we prioritize curriculum development, introducing new courses that align with student interests, career pathways, and emerging fields of study. Support (CTE) programs allow EL and SED students to explore potential career paths.</p> <p>This exposure allows unduplicated students, who may not have access to such guidance outside of school, to explore potential career paths and make informed decisions about their futures. By focusing on increasing the number of unduplicated students</p> | <p>1.6 Master Schedule 1.3 Dashboard Data</p> <p>Course Enrollment and Participation Rates: Tracking the percentage of students enrolled in various courses and programs to assess student interest and engagement in different subject areas.</p> |

| 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 |
|-------------------|--|--|---|
| | <p>engagement and exploration in various subjects, including career exploration. Our unduplicated student groups are performing below overall students.</p> <p>ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard</p> <p>Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard</p> <p>Scope: LEA-wide</p> | <p>participating in these programs, we are supporting them to be college—and career-ready.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures equitable access to a wide range of courses and learning opportunities for all students, regardless of their background, interests, or academic ability. By centralizing course planning and scheduling, we streamline operations, maximize resource allocation, and ensure consistency in course offerings across the district/school.</p> <p>We will prioritize curriculum development to introduce new courses that align with student interests, career pathways, and emerging fields of study. We will support CTE programs to allow students to explore potential career paths.</p> | |
| 2.2 | <p>Action: Increase Support Services for Students</p> <p>Need: Based on our academic, behavioral and attendance data for our EL and SED students, we recognize the need for more personalized student support. With expanding services like tutoring, counseling, and community partnerships, we will ensure our students will succeed academically, emotionally, and socially.</p> <p>ELA Indicator Overall: 33.7 points below standard</p> | <p>To address this need, we allocate resources to hire additional support staff, such as counselors, social workers, psychologists, and special education teachers, to provide personalized support and interventions, focusing on our EL and SED students. Additionally, we collaborate with community organizations, agencies, and partners to leverage external resources and expertise to enhance the breadth and depth of support services available to students.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures that all students have equitable access to the support services they need, regardless of their background, abilities, or</p> | <p>1.3 Dashboard Data 3.3 Chronic absenteeism 3.5 Suspension Rate</p> |

| 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 |
|-------------------|--|---|--------------------------------------|
| | <p>EL: 76.3 points below standard SED: 37.2 points below the standard SWD: 96.4 points below standard</p> <p>Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard SWD: 132 points below standard</p> <p>Chronic Absenteeism EL: 19.3% SED: 21.4%</p> <p>Suspension Rate EL: 4% SED: 4%</p> <p>The identified need for increasing student support services underscores our commitment to ensuring every student has access to the resources and assistance they need to thrive academically, socially, and emotionally. Our action plan focuses on expanding support services to address many student needs, including academic support, mental health counseling, special education services, and interventions for at-risk students.</p> <p>Scope: LEA-wide</p> | <p>circumstances. By centralizing support services and coordinating efforts across the district/school, we streamline access, maximize efficiency, and promote consistency in service delivery.</p> | |
| 2.3 | Action: Improve support for English Learners | | English Language Proficiency Growth: |

| 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 |
|-------------------|--|--|---|
| | <p>Need: In reviewing our data, we need to increase the number of students making progress in language proficiency and decrease the number of LTELs. RFEP: - 8.6 % ELPI: - 50.2% LTEL: - 36.2%</p> <p>The identified need for improving support for English Learners (ELs) underscores our commitment to ensuring equitable access to high-quality education for all students, including those learning English as an additional language. Our action plan focuses on implementing targeted strategies and initiatives to provide comprehensive support to ELs, addressing their linguistic, academic, and socio-emotional needs.</p> <p>Scope: LEA-wide</p> | <p>To address this need, we invest in teacher professional development to enhance their capacity to differentiate instruction, implement research-based language acquisition strategies, and create culturally responsive learning environments for ELs. Additionally, we allocate resources to hire bilingual support staff, such as language specialists and instructional aides, to provide targeted support and interventions to ELs.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures that all ELs have access to the support and resources they need to succeed academically and linguistically, regardless of their proficiency level or grade level. By centralizing support services and adopting a systemic approach to EL education, we promote consistency, coherence, and equity in service delivery across the district/school.</p> | <p>Tracking the progress of ELs using standardized language proficiency assessments to measure their growth in English language proficiency over time.</p> <p>1.3 Dashboard Data 2.2 RFEP Rate ELPI LTEL Rate ELPAC</p> |
| 2.4 | <p>Action: Monitor formative assessments, and benchmarks</p> <p>Need: Our academic indicators demonstrate that we need to identify our EL and SED students' specific learning gaps and strengths.</p> | <p>Data systems and diagnostic tools provide educators with data-driven insights into EL and SED students' specific learning gaps and strengths. This allows for personalized instruction and interventions that directly address their unique needs.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures that all students benefit from high-quality assessment practices and that</p> | <p>1.3 Dashboard 2.2 RFEP Rate ELPI LTEL Rate ELPAC 2.3 Local Benchmark Data</p> <p>We are tracking the frequency and depth of formative assessment and</p> |

| 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 |
|-------------------|--|--|---|
| | <p>ELA Indicator Overall: 33.7 points below standard EL: 76.3 points below standard SED: 37.2 points below the standard</p> <p>Math Indicator Overall: 59 points below the standard EL: 93.5 points below standard SED: 61.5 points below the standard</p> <p>Scope: LEA-wide</p> | <p>educators can access the necessary tools and resources to monitor student progress effectively. By centralizing assessment practices and data analysis procedures, we promote consistency, coherence, and equity in assessment practices across the district/school.</p> <p>Monitoring formative assessments and benchmarks is crucial for ensuring that students receive timely feedback on their progress and that educators have the necessary data to inform instructional decisions and interventions. Our action plan prioritizes implementing robust assessment practices and data analysis protocols to support student learning and achievement.</p> <p>To address this need, we provide professional development opportunities for educators on effective formative assessment strategies and data analysis techniques. Additionally, we establish consistent protocols for administering, scoring, and analyzing formative assessments and benchmarks across all grade levels and subject areas.</p> | <p>benchmark data analysis by educators to inform instructional planning, differentiation, and intervention strategies.</p> |
| 3.1 | <p>Action: Parent Involvement</p> <p>Need: The focus on parent involvement and student outcome data demonstrated a need for additional support for students facing language barriers or limited resources at home; EL, and SED. We must bridge these gaps and ensure our students have an equal chance of success.</p> | <p>To address this need, we will implement various initiatives to increase parent engagement, such as parent workshops, informational sessions, family events, and volunteer opportunities. Additionally, we will establish partnerships with community organizations, businesses, and local agencies to provide additional resources, support services, and learning opportunities with a focus on our EL and SED students.</p> <p>Providing these actions on an LEA-wide or school-wide basis ensures that all families can actively</p> | <p>1.3 Dashboard Data 3.1 Parent participation 3.9 Parent Survey</p> |

| 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 |
|-------------------|---|--|--|
| | <p>The importance of parent involvement and community education partners in fostering a supportive and enriching learning environment for students cannot be overstated. Our action plan is designed to actively engage parents and community partners in the educational process, recognizing their vital role in student success and overall school improvement efforts.</p> <p>Scope: LEA-wide</p> | <p>participate in their child's education and that community resources are leveraged to support student learning and well-being. We create a collaborative ecosystem focused on student success and community empowerment by fostering strong connections between schools, families, and community partners.</p> | |
| 3.2 | <p>Action: Student Engagement and Participation</p> <p>Need: Based on our chronic absenteeism and suspension data, our EL and low-income students could benefit more from engagement initiatives. By providing extra motivation and support to feel empowered and participate actively in all aspects of school life, they will have better attendance, positively impacting their academics.</p> <p>Chronic Absenteeism EL: 19.3% SED: 21.4%</p> <p>Suspension Rate EL: 4% SED: 4%</p> | <p>We will implement various strategies and initiatives to address the need to enhance our EL and SED student involvement in learning activities, extracurriculars, and school decision-making processes. This includes implementing project-based learning opportunities, creating student-led clubs and organizations, organizing community service projects, and fostering a culture of inclusivity and student voice.</p> <p>Providing these actions on an LEA-wide or schoolwide basis ensures that all students have opportunities to actively engage in their learning and school community, regardless of their background, interests, or abilities. Promoting student engagement as a core value throughout the district/school cultivates a sense of ownership, responsibility, and pride among students, leading to improved academic outcomes and a positive school culture.</p> | <p>Metrics identified:</p> <p>1.3 Dashboard 3.3 Chronic absenteeism 3.5 Suspension Rate 3.9 Student Survey</p> |

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

| 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 |
|-------------------|---|---|--|
| | <p>Chronic Absenteeism EL: 19.3% SED: 21.4%</p> <p>Suspension Rate EL: 4% SED: 4%</p> <p>Scope: LEA-wide</p> | <p>district/school, we create the conditions for optimal teaching and learning.</p> | |
| 3.4 | <p>Action: SEITY Emotional Health Wellbeing</p> <p>Need: EL and low-income students may face unique challenges impacting their mental well-being, and engagement in school, as evidenced by our attendance and suspension data. This action prioritizes accessible, technology-based mental health support to ensure students receive consistent emotional care and support.</p> <p>Implementing SEITY daily check-ins for emotional health and well-being via the online app addresses students' critical need for proactive mental health support throughout our LEA-wide or schoolwide community. Recognizing the importance of prioritizing students' emotional well-being, our action plan leverages technology to provide accessible and consistent support to all students, regardless of their location or circumstances.</p> | <p>Through SEITY daily check-ins, our EL and SED students can reflect on their emotional state, express their feelings, and have access to resources for coping strategies or further support, that they may not get outside of the school.</p> <p>The decision to provide SEITY daily check-ins on an LEA-wide or schoolwide basis is driven by the recognition that mental health concerns can affect any student, regardless of their background or circumstances. By implementing this initiative universally, we demonstrate our commitment to fostering a culture of care and support that prioritizes the well-being of every student.</p> <p>By integrating this initiative into our LEA-wide or schoolwide approach, we ensure that all students have the support they need to navigate the challenges of adolescence and academic life.</p> | <p>3.3 Chronic Absenteeism 3.5 Suspension 3.8 Seity, CHKS 3.9 Student Connectedness Survey</p> |

| 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 | | |
| 3.5 | <p>Action: Increase positive teacher interactions with students.</p> <p>Need: The identified need for increasing positive teacher interactions with students is crucial for fostering a supportive and engaging learning environment where every student feels valued, respected, and motivated to succeed. Our action plan focuses on implementing strategies and initiatives to promote positive teacher-student relationships and enhance classroom experience.</p> <p>The identified need is clearly our unduplicated student groups' achievement levels, which were also clearly identified by our educational/partner feedback.</p> <p>Scope: LEA-wide</p> | <p>Providing these actions ensures that our EL and SED students have access to positive and supportive interactions with their teachers, regardless of their grade level, subject area, or individual needs. As evidenced by achievement data and education partner feedback, this is especially true for our unduplicated student groups.</p> <p>By fostering a culture of positivity and mutual respect throughout the district/school, we create a conducive learning environment where students feel safe, supported, and inspired to reach their full potential. Student Engagement Levels: Assessing student participation, attentiveness, and enthusiasm in classroom activities and discussions to gauge the impact of positive teacher interactions on student engagement.</p> <p>To address this need, we prioritize professional development opportunities for educators, emphasizing effective communication skills, empathetic listening, and strategies for building student rapport. Additionally, we implement mentorship programs, peer support networks, and student feedback mechanisms to empower teachers to strengthen their connections with students and create a culture of trust and collaboration.</p> | 3.3 Chronic Absenteeism 3.5 Suspension 3.8 CHKS 3.9 Student Connectedness Survey |

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

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

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

One additional health aide for the elementary site.

Hired one additional office support clerk for each school site.

Increased Registered Nurse from 3 days to 5 days.

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | | Keyes Elementary and Spratling Middle School 1-20 |
| Staff-to-student ratio of certificated staff providing direct services to students | | Keyes Elementary and Spratling Middle School 1-20 |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | \$7,115,722 | \$2,775,291 | 39.002% | 3.243% | 42.245% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,721,073.00 | \$84,713.00 | \$0.00 | \$552,424.00 | \$3,358,210.00 | \$2,425,617.00 | \$932,593.00 |

| 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 |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Common Core and ELD Standards Implementation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$478,758.00 | \$119,486.00 | \$343,628.00 | | | \$254,616.00 | \$598,244.00 | |
| 1 | 1.2 | Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$283,780.00 | \$0.00 | \$283,780.00 | | | | \$283,780.00 | |
| 1 | 1.3 | Technology infrastructure and devices | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$0.00 | \$203,160.00 | \$203,160.00 | | | | \$203,160.00 | |
| 1 | 1.4 | Differentiated Assistance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | | | | | | | | .84% |
| 1 | 1.5 | Increase course of study | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$0.00 | \$17,000.00 | \$17,000.00 | | | | \$17,000.00 | |
| 1 | 1.6 | Maintain safe facilities for all students and staff | All | No | | | | 2024-2027 | \$0.00 | \$150,000.00 | \$150,000.00 | | | | \$150,000.00 | |
| 2 | 2.2 | Increase Support Services for Students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$475,607.00 | \$288,135.00 | \$736,848.00 | | | \$26,894.00 | \$763,742.00 | 5% |
| 2 | 2.3 | Improve support for English Learners | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$118,840.00 | \$0.00 | \$118,840.00 | | | | \$118,840.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.4 | Monitor formative assessments, and benchmarks | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$0.00 | \$8,139.00 | \$8,139.00 | | | | \$8,139.00 | |
| 3 | 3.1 | Parent Involvement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$5,895.00 | \$33,763.00 | \$32,495.00 | \$7,163.00 | | | \$39,658.00 | |
| 3 | 3.2 | Student Engagement and Participation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$190,797.00 | \$64,400.00 | \$177,647.00 | \$77,550.00 | | | \$255,197.00 | |
| 3 | 3.3 | Safe and Supportive Campuses | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | \$480,051.00 | \$48,510.00 | \$257,647.00 | | | \$270,914.00 | \$528,561.00 | |
| 3 | 3.4 | SEITY Emotional Health Wellbeing | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | | | | | | | | 3% |
| 3 | 3.5 | Increase positive teacher interactions with students. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024- 2027 | \$391,889.00 | \$0.00 | \$391,889.00 | | | | \$391,889.00 | |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$7,115,722 | \$2,775,291 | 39.002% | 3.243% | 42.245% | \$2,571,073.00 | 8.840% | 44.972 % | Total: | \$2,571,073.00 |
| | | | | | | | | LEA-wide Total: | \$2,571,073.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | Common Core and ELD Standards Implementation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$343,628.00 | |
| 1 | 1.2 | Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$283,780.00 | |
| 1 | 1.3 | Technology infrastructure and devices | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$203,160.00 | |
| 1 | 1.4 | Differentiated Assistance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | .84% |
| 1 | 1.5 | Increase course of study | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$17,000.00 | |
| 2 | 2.2 | Increase Support Services for Students | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$736,848.00 | 5% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 2 | 2.3 | Improve support for English Learners | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$118,840.00 | |
| 2 | 2.4 | Monitor formative assessments, and benchmarks | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$8,139.00 | |
| 3 | 3.1 | Parent Involvement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$32,495.00 | |
| 3 | 3.2 | Student Engagement and Participation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$177,647.00 | |
| 3 | 3.3 | Safe and Supportive Campuses | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$257,647.00 | |
| 3 | 3.4 | SEITY Emotional Health Wellbeing | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | 3% |
| 3 | 3.5 | Increase positive teacher interactions with students. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$391,889.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$3,870,213.00 | \$3,221,881.00 |

| 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 | Common Core and ELD Standards Implementation | Yes | \$589,995.00 | \$281,751.00 |
| 1 | 1.2 | Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible) | Yes | \$257,822.00 | \$280,882.00 |
| 1 | 1.3 | Technology infrastructure and devices | Yes | \$344,006.00 | \$243,813.00 |
| 1 | 1.4 | Increase course of study | Yes | \$17,000.00 | \$6,148.00 |
| 1 | 1.5 | Maintain safe facilities for all students and staff | Yes | \$450,000.00 | \$450,000.00 |
| 2 | 2.1 | Increase positive teacher interactions with students. | Yes | \$349,923.00 | \$385,932.00 |
| 2 | 2.2 | Increase Support Services for Students | Yes | \$955,322.00 | \$677,148.00 |
| 2 | 2.3 | Improve support for English Learners | Yes | \$118,840.00 | \$125,712.00 |
| 2 | 2.4 | Monitor formative assessments, and benchmarks | Yes | \$0.00 | \$0.00 |
| 3 | 3.1 | Parent Involvement | Yes | \$34,025.00 | \$30,427.00 |
| 3 | 3.2 | Student Engagement and Participation | Yes | \$280,660.00 | \$257,160.00 |

| 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 | 3.3 | Safe and Supportive Campuses | Yes | \$472,620.00 | \$482,908.00 |
| 3 | 3.4 | SEITY Emotional Health Wellbeing | Yes | \$0.00 | \$0.00 |

2023-24 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) |
|--|---|---|--|--|--|--|
| \$2,942,564.00 | \$3,402,564.00 | \$2,724,734.41 | \$677,829.59 | 3.330% | 8.330% | 5.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Common Core and ELD Standards Implementation | Yes | \$508,605.00 | \$195,499.00 | | |
| 1 | 1.2 | Maintain and hire highly qualified teachers, and instructional staffing (bilingual when possible) | Yes | \$257,822.00 | \$280,882.00 | | |
| 1 | 1.3 | Technology infrastructure and devices | Yes | \$344,006.00 | \$243,813.00 | | |
| 1 | 1.4 | Increase course of study | Yes | \$17,000.00 | \$6,148.00 | | |
| 1 | 1.5 | Maintain safe facilities for all students and staff | Yes | \$450,000.00 | \$450,000.00 | | |
| 2 | 2.1 | Increase positive teacher interactions with students. | Yes | \$349,923.00 | \$385,932.00 | | |
| 2 | 2.2 | Increase Support Services for Students | Yes | \$930,297.00 | \$649,616.00 | | 5.00% |
| 2 | 2.3 | Improve support for English Learners | Yes | \$118,840.00 | \$125,712.00 | | |
| 2 | 2.4 | Monitor formative assessments, and benchmarks | Yes | \$0.00 | \$0.00 | 0.33% | 0.33% |
| 3 | 3.1 | Parent Involvement | Yes | \$20,350.00 | \$18,967.00 | | |
| 3 | 3.2 | Student Engagement and Participation | Yes | \$175,996.00 | \$147,633.00 | | |
| 3 | 3.3 | Safe and Supportive Campuses | Yes | \$229,725.00 | \$220,532.41 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------------|---|--|---|---|---|
| 3 | 3.4 | SEITY Emotional Health Wellbeing | Yes | \$0.00 | \$0.00 | 3% | 3.00% |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$7,400,717.00 | \$2,942,564.00 | 8.63% | 48.391% | \$2,724,734.41 | 8.330% | 45.147% | \$240,031.74 | 3.243% |

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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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