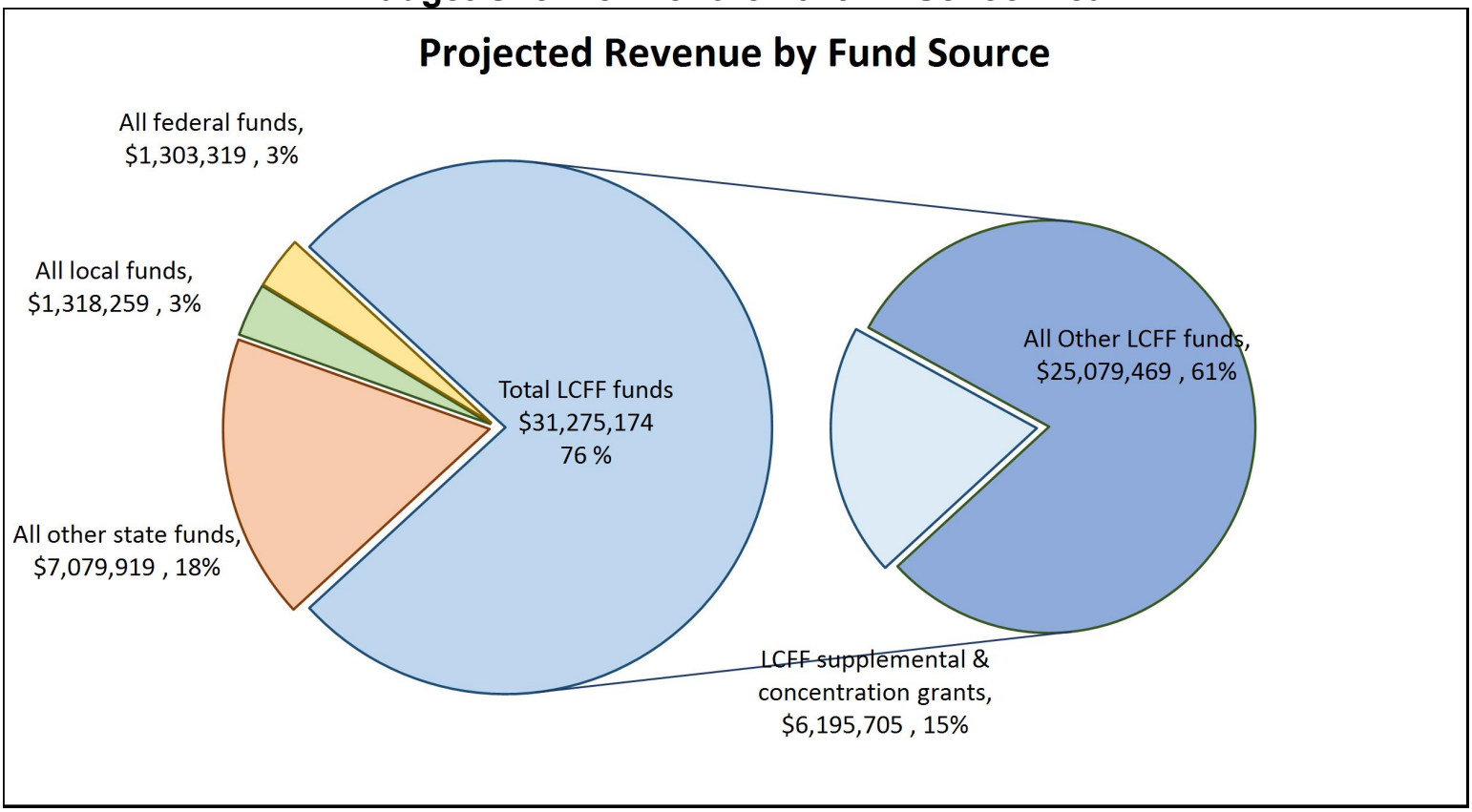
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District
CDS Code: 10-62240
School Year: 2026-27
LEA contact information:
Matt Stovall
Assistant Superintendent
mstovall@kesd.org
559-897-2331

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 2026-27 School Year

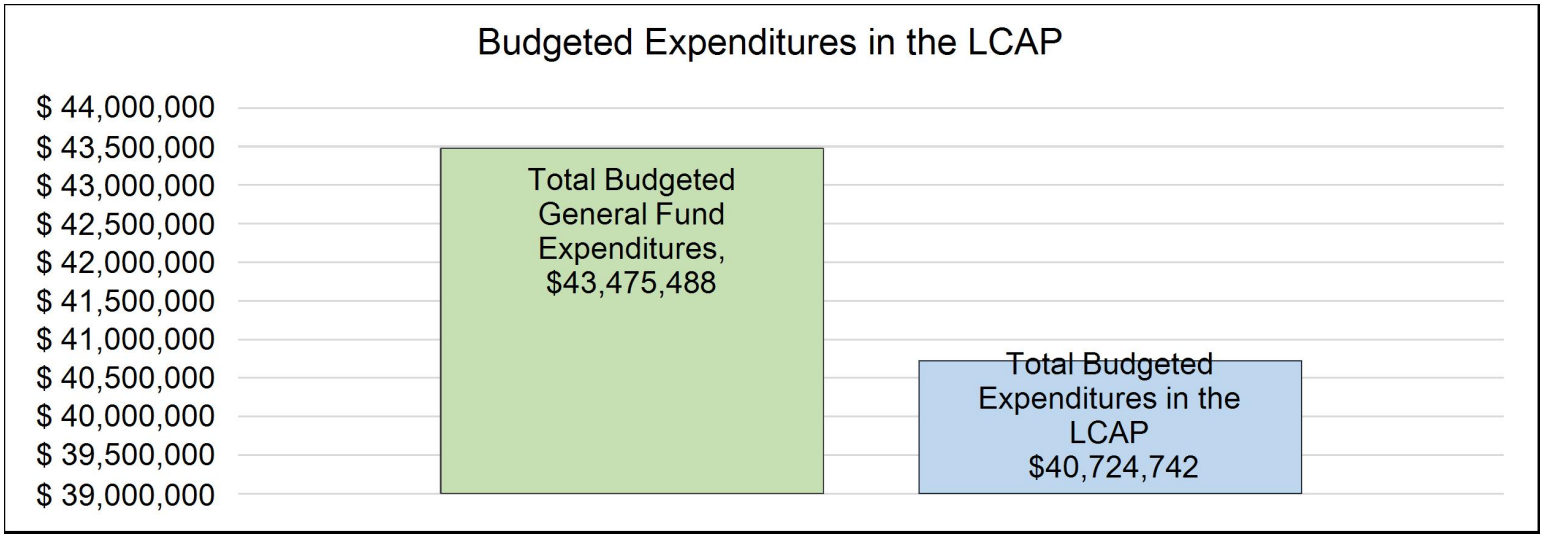


This chart shows the total general purpose revenue Kingsburg Elementary Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Elementary Charter School District is $40,976,671, of which $31,275,174 is Local Control Funding Formula (LCFF), $7,079,919 is other state funds, $1,318,259 is local funds, and $1,303,319 is federal funds. Of the $31,275,174 in LCFF Funds, $6,195,705 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 Kingsburg Elementary Charter School District plans to spend for 2026-27. 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: Kingsburg Elementary Charter School District plans to spend $43,475,488 for the 2026-27 school year. Of that amount, $40,724,742 is tied to actions/services in the LCAP and $2,750,746 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

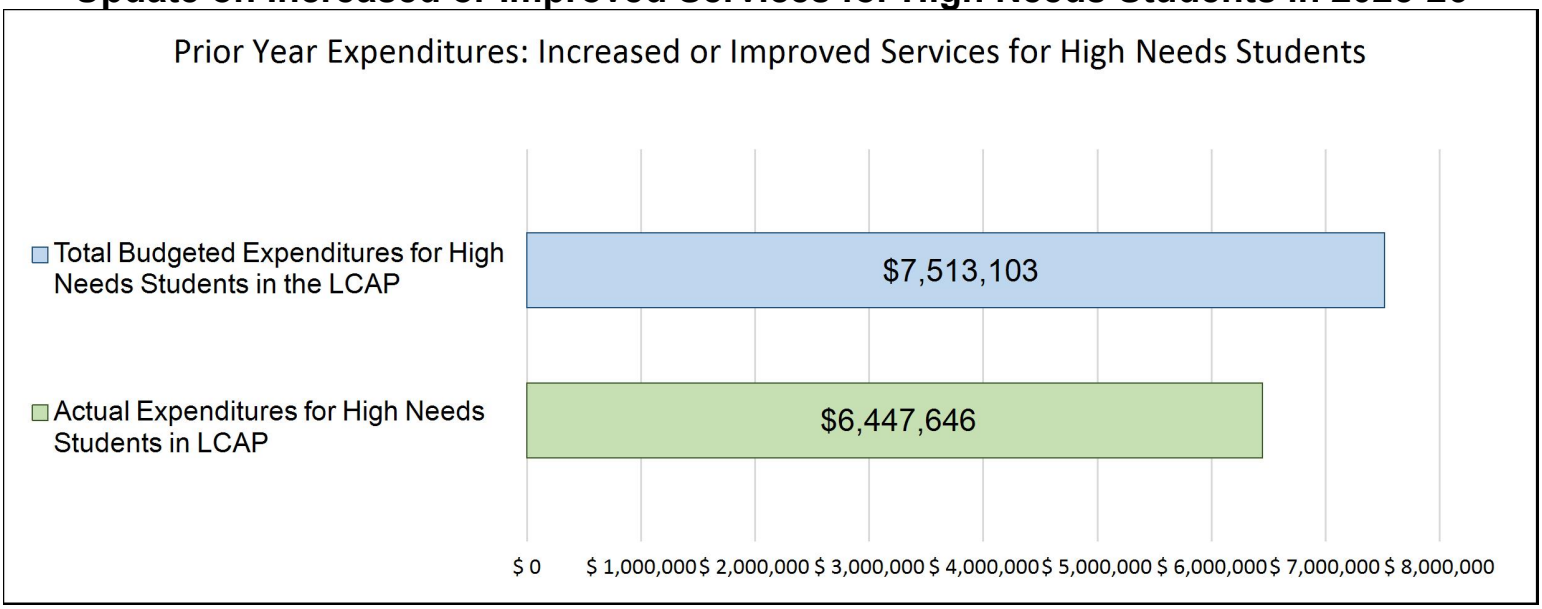
Expenditures not in the Local Control and Accountability Plan (LCAP) include: Central Office Expenditures, one-time construction projects, TK Expansion plans, and reserve for economic uncertainties. The goal of Kingsburg Elementary Charter School District is to "Find a way for all students to learn", and ensuring that we "Keep the family together", we have a responsibility to our students, staff, and community to produce the best education.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kingsburg Elementary Charter School District is projecting it will receive $6,195,705 based on the enrollment of Foster Youth, English learner, and low-income students. Kingsburg Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Elementary Charter School District plans to spend $7,499,696 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Kingsburg Elementary Charter 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 Kingsburg Elementary Charter 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 2025-26, Kingsburg Elementary Charter School District's LCAP budgeted $7,513,103 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent $6,447,646 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,065,457 had the following impact on Kingsburg Elementary Charter School District’s ability to increase or improve services for high needs students:

The District utilized one-time funds to cover the remaining balances at this time. The District utilized the Learning Recovery Emergency Block Grant and Student Support and Professional Development Block Grant to provide additional services for students. In all, students received more resources than what was originally budgeted.

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
Kingsburg Elementary Charter School District	Matt Stovall Assistant Superintendent	mstovall@kesd.org 559-897-2331

Plan Summary [2026-27]

General Information

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

The Kingsburg Elementary Charter School District, serving approximately 2,132 students, supports a distinctive rural community of about 13,128 residents in California's Central San Joaquin Valley. It is a town where parents, the school community, and the citizens of Kingsburg have committed themselves to a high standard of education for their children. The community's city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored afterschool programs, and participate in each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for students in need. The student population of the district is a mixture of children of farmworkers and farmers, doctors, nurses, and custodians, small and large business owners, factory workers, salespeople, and educators. The diversity is broad, however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, staff, and the community at large.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. The charter is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district's mission is simple, "We will find a way for ALL students to learn," is lived daily in taking to heart the challenge of preparing children to communicate effectively, work collaboratively, think creatively and critically, gather, use, and produce information; make informed, responsible decisions; become life-long learners, and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating professional learning communities, these overriding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include: 100% of the parents sign the Parent/Student/Charter District Compact, 100% of the credentialed employees in the district support working in the charter district, and 100% of the classified employees support working in the charter district. It was held by all stakeholders in the initial charter petition and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community. The district's unique grade level configuration by grade span instead of neighborhood schools, allows students to attend school together as they move up through the different levels. Washington School is home to all of the district's preschool, TK, and kindergarten students. Roosevelt serves students in first grade. Lincoln serves students in grades two and three, and Reagan School is home to all of the district's fourth, fifth, and sixth grade students. Students in grades seven and eight attend Rafer Johnson Jr. High School, proudly named after long-time Kingsburg resident and Olympic gold medalist, Rafer Johnson.

The innovative and effective education programs, which include music and art as well as career technology and STEAM implementation have contributed to KECSD students performing well on the performance levels on state indicators as per the California School Dashboard, especially when compared to our local surrounding school districts. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg.

Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer to any other district without going through the transfer process. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through our charter, the district becomes partners in the education of its students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/Student Compact, making it everyone’s job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg is structured as a community-aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, students may attend Central Valley Home School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its TK-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district’s schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a “stand-alone” district can accomplish as a charter. Through our flexibility, the implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff have embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only TK-8 district in Fresno County with a Community Day School. It is worth noting that the district received approval of its fifth multiple-year cycle as an all-charter district. Also, Island Community Day School has been designated as an Equity Multiplier school.

The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit and willingness to pursue what is best for children.

Reflections: Annual Performance

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

Reflection on the 2025-2026 school year. After reviewing the data in the California School Dashboard for the testing year of 2024-2025, our district discovered the following successes for the 1,300 students that took the assessment. In ELA, our district increased by 5.5 points and scored 9.8 points higher than the state average. In Math, our district increased 3.2 points and scored 9.6 points higher than the state average. In the area of Chronic Absenteeism, our district scored 15.9% better than the statewide average. For the Suspension Rate category, our district suspensions declined by 0.6% and had 0.1% more suspensions than the statewide average. When analyzing our overall Math and ELA test scores, our district scored higher than the state average in the following subgroups: EL, Hispanic, Homeless, SED, and Two or More Races.

While we are proud of our ongoing successes, a thorough review of this year's data has identified key areas requiring focused attention, specifically regarding our ELPI trajectory and the feedback gathered from our recent teacher and student climate surveys.Our recent drop in ELPI performance stems directly from our past successes; having successfully exited a large number of English Learners in previous years, our remaining EL population naturally consists of students facing greater language challenges. We are now focused on refining our Integrated and Designated ELD supports to address the specific, intensive needs of this current group and resume our progress toward our 63% target. Although overall district culture remains exceptionally strong across adult stakeholders and younger learners, we recognize the unique developmental challenges of the middle school transition and are making it a priority to reinvigorate the sense of belonging for our 7th and 8th-grade cohort following a slight decline in their recent survey results. Although engaging students in summer learning proved challenging last year due to lower-than-expected enrollment, registration has significantly rebounded this year with an increase of 80 students.

According to the California School Dashboard, our district and the following schools listed below received a red dashboard indicator (from the 2023 CA Dashboard), indicating the student group or school received the lowest performance level.
Schools
Central Valley Home School - Math = Hispanic and LI
Lincoln Elementary - Suspension Rate = SWD
Rafer Johnson Junior High - ELA = SWD, Math = SWD, Suspension Rate = EL, Hispanic, LI, SWD & All students
Ronald W. Reagan Elementary - Math = SWD
LEA Student Groups = ELA = SWD, Math = SWD, Suspension Rate = EL, FY & SWD

Learning Recovery Emergency Block Grant

KECSD has unexpended LREBG funds for the 2026-27 school year.
LREBG funded actions may be found in Goal 1, Actions 1, Goal 2, Actions 2, 3, 6 & 8 and and Goal 3, Action 1. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Not Applicable

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: January-February 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters What: Each site principal communicated the importance and intent of the LCAP and encouraged input from teachers and discussed current LCAP goals and actions, current performance data, and district and site needs.
Principals	When: January 13, 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from principals and discussed current LCAP goals and actions, current performance data, and district and site needs.
Administrators	When: January 13, 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from administrators and discussed current LCAP goals and actions, current performance data, and district and site needs.
Other School Personnel	When: January-February 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters

Educational Partner(s)	Process for Engagement
	What: Each site principal communicated the importance and intent of LCAP and encouraged input from other school personnel and discussed current LCAP goals and actions, current performance data, and district and site needs.
Certificated (Local Bargaining Unit-NA)	NA
Classified (Local Bargaining Unit-NA)	NA
Parents	When: January-February 2026 How: Parent Survey What: A parent Google survey was sent to all parents to receive their feedback regarding the LCAP and other areas affecting school sites and the district.
Students	When: January 30, 2026 How: LCAP Survey What: A Google LCAP survey was sent to students to get their input on district priorities.
PAC including Students	When: January 30, 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from the PAC and discussed current LCAP goals and actions, current performance data, and district and site needs.
PAC including Students: Draft LCAP Presentation for Comments	When: May 7th, 2026 How: The PAC was engaged through an in-person meeting What: The draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. One question was submitted to the Superintendent, and the Superintendent's response was sent by email.
DELAC	When: January 30, 2026 How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from the DELAC and

Educational Partner(s)	Process for Engagement
	discussed current LCAP goals and actions, current performance data, and district and site needs.
DELAC: Draft LCAP Presentation for Comments	When: May 7th, 2026 How: The DELAC was engaged through an in-person meeting What: The draft LCAP was provided and the DELAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. One question was submitted to the Superintendent, and the Superintendent's response was sent by email.
Schools receiving Equity Multiplier funding	When: Island Community Day School - Meeting On January 26, 2026 - Staff and parents were invited. Meeting on February 6th, 2026 - Superintendent's Cabinet Meeting How: Reviewed Local Control Funding Formula Equity Multiplier Information through a presentation. What: After discussion of those present at the Island School meeting, the consensus was to have our focus goal be on improving chronic absenteeism. Superintendent's Cabinet members agreed on the goal to be on improving chronic absenteeism. After reviewing the EM eligibility and reviewing the related data, Island Community Day School was identified as an eligible Equity Multiplier school. While the small student population size means specific subgroup data is not reportable on the California School Dashboard, our local data reveals critical needs that must be addressed, specifically an 87.31% average daily attendance rate and a disproportionately high suspension rate where 50% of the site's students have been suspended for at least one day.
SELPA Consultation	When: 2025-2026 - (9/11/25, 10/14/25, 11/12/25, 1/20/26, 2/19/26, 3/12/26, 4/16/26 & 5/21/26) How: SELPA Operations Committee Meeting What: The SELPA offered consultations on activities that align with a district’s LCAP development and discussions that included the need to have a specific action related to SPED in the LCAP. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops. The SELPA was consulted through our Director of Pupil Services who also serves as the Director

Educational Partner(s)	Process for Engagement
	of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond.
Public Comment	When: May 20-June 8, 2026 How: The LCAP will made available to the public, as a copy of it will be located at the district office. What: The draft 2026-27 LCAP
Public Hearing	When: May 26, 2026 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2026-27 LCAP
Board Adoption	When: June 8, 2026 How: 2026-27 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2026-27 LCAP
Midyear Report to Board	When: February 10th, 2026 How: Presentation to the governing board What: The LEA presented the LCAP midyear report and Budget Overview for Parents to the board.

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

During the LCAP development process, the district utilized a comprehensive online survey to gather quantitative and qualitative data from our educational partners. The survey yielded 220 total responses, ensuring a broad representation of voices across our community.
A summary of the feedback provided by specific educational partners
After analyzing data from our educational partners (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff, and students), a noticeable pattern and trend existed. Data from both certificated and classified staff members were collected using a google form survey and spreadsheet. Input from other educational partner groups (PAC, DELAC, SSC and ELAC) was also taken into account through meetings, and also through the use of a Google form survey. When analyzing the priority matrix across the LCAP's five goals, clear trends emerged across all partner groups. The highest overall priorities identified by our community for Goal 1 was providing properly credentialed teachers for our students. Because this was a top priority, the district will maintain funding for highly credentialed teachers and specialized classes for our neediest students. Paraprofessional support was the top priority for Goal 2. The survey data made it explicitly clear that educational partners view Paraprofessionals as vital to student learning, emerging as the highest-voted priority for this goal. As a result, the district is maintaining paraprofessional support across school sites. We ensured that funding for Interpreters for English Learner families remains a protected action to improve accessible communication. With an overwhelming survey respondents prioritizing it, Technology and 21st Century Learning emerged as a nearly unanimous priority across all educational partner groups for Goal 3. Influenced by this strong consensus from our

teachers, classified staff, and parent advisory groups, the district is maintaining its primary investments in student technology access and expanding after-school enrichment programs designed to foster College and Career Readiness skills. This ensures our students have the tools necessary to master California State Standards and remain competitive in a 21st-century landscape. Mental Health and School Climate were the most critical priority in the entire district survey in regards to Goal 4. Influenced directly by this data from parents, staff, and students, the district is committing funds to maintain full-time counselors and BSA's at every site, as well as preserving our psych interns. Similarly, strong support for MTSS and Attendance Liaisons led to the continuation of our Board Certified Behavior Analyst (BCBA) and community liaison support roles. Goal 5 was developed specifically to allocate Equity Multiplier funding for Island Community Day School. During targeted engagement sessions with Island Community Day School staff and open to parents, a clear consensus emerged that absenteeism is the most critical barrier to student success at this site. Influenced directly by this site-level feedback, and subsequently endorsed by the Superintendent's Cabinet, the district dedicated Goal 5 exclusively to improving absenteeism. To address this partner-identified priority, the district is utilizing these funds to heavily invest in school connectedness, a proven driver of daily attendance. Specifically, funds will provide school-branded clothing, engaging physical education equipment (volleyball and soccer), and positive campus branding (metal signage) to foster a deep sense of belonging, reduce behavioral suspensions, and ultimately motivate consistent daily attendance. The top priorities for each of the LCAP's five goals included:

Goal 1:
Staffing (Properly Credentialed Teachers) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Special Education resources/services - Credentialed SPED preschool teacher & Specialized classes for most needy students - (ERSP/SDC) (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Supplemental resources to Close the Achievement Gap - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Basic Services - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Preschool - Services/Resources - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Lunch/Breakfast Programs - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Facilities - Continue to upgrade/maintain - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Transportation - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 2:
Paraprofessionals to support student learning. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Academic Coaches - Provide coaching for staff. Maintain SPED Coach. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Preservice days for Certificated Staff - Maintain the additional (3rd) day. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Intervention/Enrichment Support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Interpreters for English Learner families - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
EL Designated/Integrated Support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Teacher Induction - Support for new teachers - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Professional Development (Provided by outside sources.) Ongoing SEL & Behavior PD for teachers and paras. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 3:
Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 4:
Mental Health, School Culture and Climate - Full time counselors & BSA's at every site- Maintain staff- psych or two interns (maintain) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Multi-Tiered System of Supports and Response to Intervention - Maintain BCBA - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Learning Directors - Extra support for the school community (PBIS, EL Site Coordinator, etc.) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Attendance - school/community liaison support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
District Nurse-Health Aides-Additional Training - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Provide opportunities for parent involvement, parent workshops, childcare and light meals to support increased attendance and participation in parent engagement opportunities. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 5:
Equity Multiplier - Island Community Day School - Meeting On January 26, 2026 - Staff and parents were invited. After discussion of those present, the consensus was to have our focus goal be on improving absenteeism. Meeting on February 6th, 2026 - Superintendent's Cabinet members agreed on the goal to be on improving absenteeism.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties, but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced ELA Distance from Standard	Data Year: 2023 Data Source: CA Dashboard	Data Year: 2024 Data Source: CA Dashboard	Data Year: 2025 Data Source: CA Dashboard	All-students: 3.5 points below the standard	All-students: 5.5 points above EL: 29.4 points above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All-students: 3.8 points below the standard EL: 52.1 points below the standard LI: 14.7 points below the standard SWD: 98.7 points below the standard Foster Youth: No data available Rafer Johnson SWD: 120.5 points below the standard	All-students: 3.8 points below the standard EL: 36.4 points below the standard LI: 18.1 points below the standard SWD: 102.5 points below the standard Foster Youth: No data available LTEL: 86.9 points below the standard Rafer Johnson SWD: 125 points below the standard	All-students: 1.7 points above the standard EL: 22.7 points below the standard LI: 11.1 points below the standard SWD: 92.3 points below the standard Foster Youth: No data available LTEL: 103.5 points below the standard Rafer Johnson SWD: 132.3 points below the standard	EL: 49 points below the standard LI: 13.9 points below the standard SWD: 93.7 points below the standard LTEL: 85 points below the standard Rafer Johnson SWD: 114 points below the standard	LI: 3.6 points above the baseline SWD: 6.4 points above the baseline Foster Youth: No data LTEL: 16.6 points below year 1 Rafer Johnson SWD: 11.8 points below the baseline
1.2	Smarter Balanced Math Distance from Standard	Data Year: 2023 Data Source: CA Dashboard All-students: 34.4 points below the standard EL: 78.8 points below the standard LI: 47.9 points below the standard	Data Year: 2024 Data Source: CA Dashboard All-Students: 36 points below the standard EL: 36.4 points below the standard	Data Year: 2025 Data Source: CA Dashboard All-Students: 32.8 points below the standard EL: 62.4 points below the standard	All-students: 32.6 points below standard EL: 74.8 points below standard LI: 45.5 points below standard SWD:116.1 points below standard	All-students: 1.6 points above the baseline EL: 16.4 points above the baseline LI: 0.6 points above the baseline SWD: 1.5 points below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 122.3 points below the standard Foster Youth: No data available Central Valley Home School Hispanic: 95.3 points below the standard LI: 109.6 points below the standard Rafer Johnson SWD: 165.6 points below the standard Ronald Reagan SWD: 115.9 points below the standard	LI: 51.6 points below the standard SWD: 129.8 points below the standard Foster Youth: No data available LTEL: 141.4 points below the standard Central Valley Home School Hispanic: 93 points below the standard LI: 111.9 points below the standard Rafer Johnson SWD: 183.1 points below the standard Ronald Reagan SWD: 118.7 points below the standard	LI: 47.3 points below the standard SWD: 123.8 points below the standard Foster Youth: No data available LTEL: 176.5 points below the standard Central Valley Home School Hispanic: 112.1 points below the standard LI: 130.5 points below the standard Rafer Johnson SWD: 160.7 points below the standard Ronald Reagan SWD: 123.3 points below the standard	LTEL: 140 points below the standard Central Valley Home School Hispanic: 90 points below the standard LI: 103 points below the standard Rafer Johnson SWD: 157 points below the standard Ronald Reagan SWD: 110 points below the standard	Foster Youth: No data available LTEL: 35.1 below Year 1 Central Valley Home School Hispanic: 16.8 points below the baseline LI: 20.9 points below the baseline Rafer Johnson SWD: 4.9 points above the baseline Ronald Reagan SWD: 7.4 points below the baseline
1.3	Implementation of standards for all students and enable ELs to access CCSS and ELD standards.	Data Year: 2023-2024 Data Source: State Reflection Tool Implementation of State Standards is an average score of: 3.9 out of 5.	Data Year: 2024 Data Source: State Reflection Tool Implementation of State Standards is an average score of: 4.6 out of 5.	Data Year: 2025 Data Source: State Reflection Tool-LCFF Priority 2 - All Scores Implementation of State Standards is an average score of: 4.6 out of 5.	Average score of: 4.0 out of 5.	0.7 points above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	A broad course of study as measured as measured by a review of teacher and student master schedules.	Data Year: 2023-2024 Data Source: Local data 100% broad course of study was provided to all students.	Data Year: 2024 Data Source: Local Data 100% broad course of study was provided to all students.	Data Year: 2025 Data Source: Local Data 100% broad course of study was provided to all students.	100%	No Difference
1.5	Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials, CA Dashboard or SARC review.	Data Year: 2023-2024 Data Source: CA Dashboard 93% of our teachers are Clear (% of teaching FTE)	Data Year 2024 Data Source: CA Dashboard 86.9% of our teachers are Clear (% of teaching FTE)	Data Year 2025 Data Source: CA Dashboard 85.7% of our teachers are Clear (% of teaching FTE)	94% clear (% of teaching FTE)	7.3% below our baseline
1.6	Access to standards aligned instructional materials	Data Year: 2023-2024 Data Source: State Reflection Tool 100%	Data Year: 2024 Data Source: State Reflection Tool 100%	Data Year: 2025 Data Source: State Reflection Tool 100%	100%	No Difference
1.7	Facilities maintained in good repair	Data Year: 2023-2024 Data Source: SARC FIT Report 100%	Data Year: 2024 Data Source: SARC FIT Report 100%	Data Year: 2025 Data Source: SARC FIT Report 100%	100%	No Difference
1.8	Local Assessment: Reading Performance Met or Exceeded Standard	Data Year: 2023-2024 Data Source: Developmental Reading Assessment (DRA) K-3 59.18%	Data Year: 2024 Data Source: Developmental Reading Assessment (DRA) K-3 54.99%	Data Year: 2025 Data Source: Developmental Reading Assessment (DRA) K-3 53.14%	60%	6.04% below our baseline
1.9	Chronic Absenteeism	Data Year: 2023	Data Year: 2024	Data Year: 2025	All-students: 2.0% EL: 1.5%	All-students: 0.9% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard All-students: 2.1% EL: 1.6% FY: 5.6% LI: 2.7% Homeless: 0.8% SWD: 4.9%	Data Source: CA Dashboard All-students: 1.9% EL: 1.5% FY: 0% LI: 2.2% Homeless: 4% SWD: 4.6%	Data Source: CA Dashboard All-students: 1.2% EL: 1.9% FY: N/A - less than 11 students LI: 1.3% Homeless: 3.1% SWD: 2.6%	FY: 5.5% LI: 2.6% Homeless: 0.7% SWD: 4.8%	EL: 0.3% above baseline FY: N/A - less than 11 students LI: 1.4% below baseline Homeless: 2.3% above baseline SWD: 2.3% below baseline
1.10	Attendance Rate	Data Year: 2023-24 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2023-2024 (P2) 99.55%	Data Year: 2024-25 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P2) 99.28%	Data Year: 2025-26 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2025-2026 (P2) 99.56%	98% or higher	+0.01%

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal One supported the progress toward meeting the goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The actions outlined in Goal One supported the progress toward meeting the district's broad goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts. Overall, there were no substantive differences in the planned actions compared to the actual implementation for the actions in Goal 1.

Actions Rated 5: Full Implementation and Sustainability
For the following actions, there were no substantive differences in the planned actions compared to the actual implementation:
Action 1.1 - Closing the Achievement Gap: Implementation included providing supplemental instructional resources and Developmental Reading Assessment (DRA) kits, alongside the DIBELS assessment, to support the core curriculum aligned to CA standards. To ensure effective use of these tools, teachers were trained in administering DIBELS, collecting the data, and analyzing students' reading levels to identify early literacy focus areas. Successes: A major success of this implementation was the effective use of data within the Professional Learning Communities (PLCs) Cycle of Inquiry; teachers successfully utilized this diagnostic data during Multi-tiered Systems of Support (MTSS), Response to Intervention (RTI), and after-school programs to successfully scaffold instruction for Low-Income and English Learner students. Challenges: A relevant challenge was ensuring that all new staff members were consistently calibrated on DRA/DIBELS data collection and training protocols throughout the year.
Action 2 - Supervisor of Operations: Our supervisor of operations provides quality oversight and assistance to our night custodial staff. Action 1.2 - Supervisor of Operations: Implementation included maintaining the Assistant Supervisor of Operations position. Successes: This position successfully provided quality oversight and hands-on assistance to our night custodial staff, ensuring facilities were well-prepared for daily instruction. Challenges: Adapting to absences in personnel required shifting operational schedules and duties.
Action 3 - Transportation: Transportation is successfully offered to all students by Southwest Transportation to and from school, as well as for after-school programs and sporting events. Action 1.3 - Transportation: Implementation involved contracting with Southwest Transportation to provide access to consistent, reliable, and safe bussing for students living beyond the designated district-provided bussing service area. Successes: We successfully offered reliable transportation to and from school, as well as for after-school programs and sporting events, removing a significant barrier to attendance and engagement for our Low-Income and Foster Youth students. Challenges: Routing logistics for after-school and extra-curricular events occasionally presented scheduling challenges due to varying activity dismissal times.
Action 4 - Staffing: The district maintains solid, ongoing HR practices-including robust procedures for hiring and recruitment-leading to the retention of highly qualified staff. Action 1.4 - Staffing: Implementation focused on executing robust Human Resources procedures for the hiring and recruitment of properly credentialed staff. Successes: The district successfully maintained solid, ongoing HR practices that led to the retention of highly qualified and fully credentialed teachers for our students. Challenges: The statewide teacher shortage continues to pose a challenge in recruiting specialized credential holders (Example = TK Teachers).
Action 5 - Special Education: Our Special Education program consistently provides individualized support to all students based on their identified needs. Action 1.5 - Special Education: Implementation centered on adhering to state and federal Child Find mandates to identify, evaluate, and provide a Free Appropriate Public Education (FAPE) to students with disabilities. This included providing specific designated services and resources, such as speech therapy and counseling, tailored to individual student needs. Successes: Our Special Education program consistently and successfully provided individualized support and necessary accommodations, guaranteeing access to the general curriculum for all students with Individualized Education Plans (IEPs). Challenges: Coordinating schedules between general education and special education providers to ensure seamless push-in and pull-out services requires constant logistical adjustments.
Action Below Rated 4: Full Implementation
Action 6 - Basic Services: KECSD will continue to provide and refine our intervention supports to reduce achievement gaps. A Response to Intervention (RTI) system is established at each school site to target and support our EL, LI, and Foster Youth (FY) students. Notably, our SWD subgroup made significant growth in ELA and math. There were no substantive differences in the planned action compared to the actual implementation. Action 1.6 - Basic Services: Implementation included providing basic services, additional support, and targeted interventions through an established RTI system at each site to ensure all students could access state standards. Specifically, Ronald Reagan Elementary utilized small group reteaching for Math and ELA; teachers analyzed PLC data to ensure Students with Disabilities (SWD) and English Learners received immediate, credentialed-teacher-led small group instruction after assessments. Successes: A major

success of these targeted basic services and intervention efforts was the significant growth seen in both ELA and Math for our SWD subgroup. Challenges: A continuing challenge is maximizing the master schedule to ensure small group reteaching occurs without interrupting core tier-one instructional minutes.
Actions Below Rated 5: Full Implementation and Sustainability
Action 7 - Facilities: Facilities are excellently maintained, as indicated by the most recent FIT report. Action 1.7 - Facilities: Implementation involved the ongoing maintenance and upgrading of classrooms and district facilities. Successes: Facilities are excellently maintained, as evidenced by a 100% rating on the most recent SARC Facility Inspection Tool (FIT) report. Challenges: Managing the timelines of larger upgrade projects (Example=Solar Project) to avoid disrupting the instructional day.
Action 8 - Preschool: The preschool program continues to run according to clear, established policies and procedures. Action 1.8 - Preschool: Implementation provided high-quality preschool services and resources to effectively prepare early learners for kindergarten. Successes: The preschool program successfully operated in alignment with clear, established policies and procedures, establishing a strong educational foundation for our youngest learners. Challenges: Communicating program requirements and engaging families continuously throughout the school year.
Action 9 - Lunch Program: The district lunch program consistently provides healthy meals in accordance with state and federal guidelines. Action 1.9 - Lunch Program: Implementation ensured a quality meal program to provide healthy and nutritious breakfasts and lunches every school day. Successes: The district lunch program consistently provided healthy meals in strict accordance with state and federal nutritional guidelines. Challenges: Navigating occasional product substitutions while still meeting strict nutritional and dietary compliance standards.

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.

Action 1.1 - Closing the Achievement Gap: The District originally projected expenditures, but estimated actuals were significantly less. This material difference was primarily due to a strategic shift in how some of our intervention and supplemental supports were funded; for example, maximizing our Expanded Learning Opportunities Program (ELOP) funds to offset costs. Furthermore, our Professional Learning Communities (PLCs) became highly efficient at targeting instruction, which resulted in lower-than-anticipated spending on redundant supplemental diagnostic materials and supplies. Action 1.6 - Basic Services: The District projected expenditures, but estimated actuals were much lower. This discrepancy is largely attributed to using other one time monies at this time for personnel and materials. Once those monies run out, they will use our LCFF funds. Action 1.7 - Facilities: The District experienced a large material difference in this action, with budgeted expenditures exceeding are estimated actuals. This difference was due to shifted timelines for several planned facility upgrades and maintenance projects. Supply chain delays for specific materials and contractor scheduling constraints required the District to defer some of these facility projects into the 2026-27 school year. The District recognizes these differences and will continue to adjust projections and align funding to ensure all student needs are fully met in the coming school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.
Overall, the actions outlined in Goal One were Effective (3) in making progress towards the LEA's goal to provide basic services to all schools and students, operate with increased efficiency, and maintain high-quality facilities.
Metric(s): CAASPP Data, CaDashboard, FIT Report & Survey

Contributing Actions
Action 1.1 - Closing the Achievement Gap: Effectiveness: Somewhat Effective to Effective. This action is designed to support our Low-Income (LI) and English Learner (EL) students. When measuring effectiveness using CAASPP data (Metrics 1.1 and 1.2), we see mixed but promising results for our unduplicated groups. EL students saw a notable 13.7-point increase in ELA, indicating that the supplemental resources and targeted MTSS/RTI interventions are working well for literacy. However, EL students decreased by 26 points in Math, and our LI students at Central Valley Home School also saw a decrease in Math. While effective in ELA, the district is actively collaborating with the county office to strengthen our Math approach to ensure this action becomes highly effective across all core subjects for our unduplicated students.
Action 1.3 - Transportation: Effectiveness: Effective. This action was designed to remove barriers to school access specifically for our Foster Youth (FY) and LI populations living beyond standard boundaries. When analyzing Chronic Absenteeism (Metric 1.9) and Attendance Rates (Metric 1.10), this action proved highly effective for our unduplicated student groups. Chronic absenteeism for LI students improved, dropping 1.4% below the baseline to 2.2%. For our FY students, the absenteeism rate dropped to 0% (for a statistically small cohort of <11 students). Furthermore, providing this reliable transportation helped maintain an exceptionally high overall district attendance rate of 99.56% (+0.01% above baseline).
Non-Contributing Actions
Actions 1.5 & 1.6 - Special Education & Basic Services: Effectiveness: Effective. Measured by CAASPP Data (Metrics 1.1 and 1.2), the district's signature Response to Intervention (RTI) practices have proven effective. Our Students with Disabilities (SWD) subgroup increased proficiency and made significant growth overall in both ELA and Math. While there were localized decreases for SWD in ELA at Rafer Johnson and in Math at Ronald Reagan, the overarching district-wide implementation of basic and SPED services continues to successfully close gaps.
Action 1.4 - Staffing: Effectiveness: Effective. As measured by teacher credentialing data (Metric 1.5), the district's recruitment and retention practices are effective. Despite a difficult hiring landscape statewide, KECSD maintained a 94% clearance rate for teaching staff, keeping us well above the county and state averages.
Actions 1.2 & 1.7 - Supervisor of Operations & Facilities: Effectiveness: Effective. Monitored via the SARC FIT Report (Metric 1.7), these actions were highly successful. KECSD's maintenance and operations team effectively followed district guidelines to ensure 100% of facilities were maintained in good repair.
Action 1.8 - Preschool: Effectiveness: Effective. Based on local survey data, the preschool program effectively serves our community. 95.8% of parents indicated that the program makes them feel welcome and treats them like valued partners in their child's early learning.
Action 1.9 - Lunch Program: Effectiveness: Effective. The district effectively provided high-quality, nutritious meals daily, which directly supports student well-being and acts as a foundational pillar for the high attendance rates (Metric 1.10) observed across the district.

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

Based on an analysis of current data, reflections on prior practice, and feedback from our educational partners, KECSD has made the following specific changes to the metrics and actions within Goal 1 for the coming year:Metric Changes (DRA Retirement): The Developmental Reading Assessment (DRA), previously tracked as Metric 1.8, will no longer be used as a formal LCAP metric moving forward. This metric was previously referenced to measure the effectiveness of Action 1.1 (Closing the Achievement Gap). While DRA kits and DIBELS will continue to be utilized by teachers for instructional purposes and formative assessment, the formal LCAP metric is being retired as KECSD is no longer in Differentiated Assistance for this area. Metric Alignments for Actions 1.2, 1.3, 1.7, and 1.9: To better

measure effectiveness, Metric 1.9 (Chronic Absenteeism) and Metric 1.10 (Attendance Rate) have been explicitly tied to Action 1.2 (Supervisor of Operations), Action 1.3 (Transportation), Action 1.7 (Facilities), and Action 1.9 (Lunch Program). Reflection on prior practice highlighted that clean and safe facilities, reliable transportation, and consistent, nutritious meal programs directly impact student attendance and reduce chronic absenteeism. The descriptions for these actions have been updated to speak directly to their effectiveness on attendance, particularly for our unduplicated student populations in the contributing actions. Action 1.1 (Closing the Achievement Gap): The narrative was updated to reference "The current CA School Dashboard" rather than the "2023 CA School Dashboard" to ensure alignment with our 2025 data. Additionally, the action narrative was reorganized to cleanly separate the 5 CCR narrative requirements from the LREBG narrative requirements, and the LREBG funding amounts were reconciled to ensure consistency throughout the description. Action 1.3 (Transportation): Similar to Action 1.1, the description was updated to reference "The current CA School Dashboard". We also revised the language to use "identified group" instead of "unduplicated," and clarified that Foster Youth chronic absenteeism data is technically "not reported" due to the cohort size being less than 11 students. Action 1.6 (Basic Services): Based on reflections regarding the performance of our Students with Disabilities (SWD) subgroup, explicit language was added to this action referencing SWD. The action now distinctly outlines the provision of Professional Development for all educational specialists, specifically focused on writing appropriate accommodations and modifications to ensure access to grade-level content and strategic progress monitoring. Action 1.7 (Facilities): The explicit text "Metric 1.7" was removed from the action description narrative for clarity and formatting consistency.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Closing the Achievement Gap	5 CCR Narrative (Increased or Improved Services) The current CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA. Our experience and the outcome of conducting a root cause analysis indicate that teachers would benefit from continued access to additional diagnostic formative assessment information specific to student reading skills, along with related supplemental instructional resources and supplies. KECSD will provide supplemental resources and diagnostic assessment kits (such as DIBELS) that support the core curriculum and instruction aligned to the CA standards. Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of Support (MTSS), Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the Low-Income and	$2,506,300.52	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner pupil population are making a significant difference. Diagnostic assessments are used by teachers to analyze each student's level of reading and individual growth over time, so they know exactly what early literacy skills to focus on. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA assessments on the CA Dashboard will decrease as compared to our all-student group. Progress will be monitored using Metrics 1.1 & 1.2. Learning Recovery Emergency Block Grant (LREBG) State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $40,411 through 2027-28. Identified Need & Action: To address the learning recovery needs of our most impacted students, these funds are utilized to procure supplemental reading intervention materials and diagnostic assessment tools. Allowability: This aligns with the allowable use of funds under EC 32526(c)(2) for learning recovery programs and materials designed to accelerate pupil academic proficiency. Supporting Research: The use of diagnostic and formative assessments is shown to be effective in identifying student strengths and gaps in reading, allowing educators to tailor instruction appropriately (Black & Wiliam, 1998; Fuchs & Fuchs, 2006). Interventions focused on foundational reading skills in early grades are most effective for struggling readers (Torgesen, 2004). Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) frameworks rely on high-quality assessments and tiered instruction to improve outcomes for at-risk students, including English Learners and Low-Income students (Gersten et al., 2007). Supplemental instructional materials aligned to grade-level standards can provide the scaffolding needed for students who enter school with less background knowledge or English proficiency (August & Shanahan, 2006). Equity-focused research		

Action #	Title	Description	Total Funds	Contributing
		supports allocating additional resources for populations that have historically been underserved to level the playing field (Darling-Hammond, 2010). Effective PLCs that use data inquiry cycles lead to improved student outcomes, particularly when teams focus on evidence of student learning and adjust instruction accordingly (DuFour et al., 2008; Hattie, 2009). Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 1.1 & 1.2.		
1.2	Supervisor of Operations	Maintain Assistant Supervisor of Operations Position	$145,855.31	No
1.3	Transportation	5 CCR Narrative (Increased or Improved Services) The current CA School Dashboard indicates that our Low-Income students have higher Chronic Absenteeism rates as compared to our All-Student group. While Foster Youth chronic absenteeism is technically not reported on the Dashboard due to the small cohort size, local tracking and root cause analyses indicate this identified group requires targeted support to ensure consistent attendance. Based on our local needs assessment, our Low-Income students and Foster Youth living beyond the district-provided bussing service area experience significant challenges obtaining and affording reliable transportation to and from school and extra-curricular events. KECSD will provide additional transportation services to students living beyond the designated bussing service areas. The design of the additional transportation services includes, but is not limited to: Providing access to bussing transportation not otherwise provided. Providing consistent, reliable, and safe transportation for the identified groups living beyond the district-provided bussing service area. Though this action is principally directed to meet the needs of our Low-Income and Foster Youth, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.	$724,533.71	Yes

Action #	Title	Description	Total Funds	Contributing
		We expect that our Low-Income Chronic Absenteeism rates on the CA Dashboard will decrease, and local attendance rates for Foster Youth will improve or maintain positive levels as compared to our All-Student group. Progress will be monitored using Metrics 1.9 & 1.10.		
1.4	Staffing	Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed.	$12,907,720.10	No
1.5	Special Education	Provide services and resources including speech services to all students with Individualized Education Plans and who qualify for special education. KECSD adheres to state and federal regulations to provide appropriate services to students with disabilities. Our programs ensure a Free Appropriate Public Education (FAPE) through individualized education plans (IEPs) tailored to each student's unique needs, guaranteeing access to the general curriculum and necessary accommodations. Under the Child Find mandate, KECSD identifies, locates, and evaluates all children with disabilities to provide appropriate services. Additionally, KECSD offers designated services and supports, such as speech therapy and counseling, to meet diverse needs and involves parents and guardians in the planning and decision-making process.	$3,430,978.37	No
1.6	Basic Services	Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards. This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-wide SWD: ELA & Math School-wide Rafer Johnson: SWD: ELA & Math Ronald Reagan: SWD: Math Central Valley Home School: LI, Hispanic: Math	$2,935,020.86	No

Action #	Title	Description	Total Funds	Contributing
		To address the red indicators listed above, the following strengthened approach(s) will be taken. 1. LEA-wide: To directly support our Students with Disabilities (SWD), KECSD will provide all educational specialists with Professional Development specific to writing appropriate accommodations and modifications to ensure access to the grade-level content and curriculum, and in strategic progress monitoring to ensure benchmarks are being met throughout the year. 2. LEA-wide: KECSD will lead semesterly "data talks" with site educational specialists specific to CAASPP ELA and Math scores for SWD to support sites in writing ELA and Math IEP goals that reflect grade-level content progress as well as goals that meet the students at their level. 3. Rafer Johnson (ELA, SWD and Math, SWD): Establish regular communication channels between teachers, special education staff, and parents/guardians to collaboratively monitor student progress, identify challenges, and implement targeted interventions and support strategies, ensuring a coordinated effort to enhance academic achievement for students with disabilities in both Math and English Language Arts. Establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions. 4. Ronald Reagan (Math, SWD): Reagan Elementary will do more targeted small group reteach for Math and ELA. Teachers analyze their data during PLCs to see the needs of students. They look specifically at students with disabilities as well as ELs to ensure those students are receiving the targeted instruction that they need. After each assessment, students with disabilities have access to small group instruction from their credentialed teacher.		

Action #	Title	Description	Total Funds	Contributing
		5. Central Valley Home School (Math, LI, and Hispanic): At CVHS, in order to increase support for Hispanic and Low-income students in the area of math, thus increasing their level of mastery, CVHS will collaborate with our credentialed staff to provide open communication focused on specific goals for their students. These will take place at their monthly meeting time with follow-up at each subsequent meeting time. This may also require weekly check-ins with additional support provided by a tutor.		
1.7	Facilities	Continue to upgrade and maintain classrooms and facilities, as needed.	$5,626,600.18	No
1.8	Preschool	Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	$605,605.00	No
1.9	Lunch Program	Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day.	$1,680,225.35	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Every educator expects some summer slide with students. Our educational partners recognize that learning loss and gaps in achievement among students occurs. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL students making progress toward English Proficiency (ELPI)	Data Year: 2024 Data Source: CA Dashboard EL = 58.1% LTEL = 64.9%	Data Year: 2024 Data Source: CA Dashboard EL = 58.1% LTEL = 64.9%	Data Year: 2025 Data Source: CA Dashboard EL = 49% LTEL = 59.4%	EL = 63% LTEL = 65%	EL = 9.1% Below the baseline LTEL = 5.5% Below the baseline
2.2	EL Reclassification Rate	Data Year: 2023-2024 Data Source CDE-Data Quest 7.7%	Data Year: 2023-2024 Data Source CDE-Data Quest 7.7%	Data Year: 2024-2025 Data Source CDE-Data Quest 8.0%	8%	0.3% Above the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Sense of safety and school connectedness	Data Year: 2023 Data Source: Local Surveys Students (4-6) Sense of Safety: 74.7% Connectedness: 73.2% Students (7-8) Sense of Safety: 78.1% Connectedness: 76.7% Parents Sense of Safety: 82.7% Connectedness: 94.6% Teachers Sense of Safety: 97.1% Connectedness: N/A (Connectedness survey question to be added next year)	Data Year: 2024-2025 Data Source: Local Surveys Students (4-6) Sense of Safety: 74.5% Connectedness: 74% Students (7-8) Sense of Safety: 79.3% Connectedness: 78.7% Parents Sense of Safety: 85.5% Connectedness: 96.6% Teachers Sense of Safety: 98.9% Connectedness: 82.8%	Data Year: 2025-2026 Data Source: Local Surveys Students (4-6) Sense of Safety: 77.6% Connectedness: 75.8% Students (7-8) Sense of Safety: 77.8% Connectedness: 74.9% Parents Sense of Safety: 88% Connectedness: 96.5% Teachers Sense of Safety: 97.9% Connectedness: 98.9%	Students (4-6) Sense of Safety: 76% Connectedness: 74% Students (7-8) Sense of Safety: 79% Connectedness: 78% Parents Sense of Safety: 84% Connectedness: 96% Teachers Sense of Safety: 98% Connectedness: 85%	Students (4-6) Sense of Safety: 2.9% above Connectedness: 2.6% above Students (7-8) Sense of Safety: 0.3% below Connectedness: 1.8% below Parents Sense of Safety: 5.3% above Connectedness: 1.9% above Teachers Sense of Safety: 0.8% above Connectedness: 16.1% above
2.4	Local Assessment: iReady Mid or Above and Early On Grade Level	Data Year: 2023-24 Data Source: i-Ready Diagnostic #2 ELA 41% Math 27%	Data Year: 2024-25 Data Source: i-Ready Diagnostic #2 ELA 43%	Data Year: 2025-26 Data Source: i-Ready Diagnostic #2 ELA 38%	ELA 45% Math 30%	ELA 3% below Math 1% below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math 31%	Math 26%		

Goal Analysis [2025-26]

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal of providing focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. While the core objectives of these actions were successfully carried out, several actions experienced shifts in funding sources or participation levels that slightly altered their planned implementation.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Actions Rated 5: Full Implementation and Sustainability

For the following actions, there were no substantive differences in the planned actions compared to the actual implementation:

Action 2.1 - Preservice Days for Classified and Certificated Staff: Implementation: Preservice days were provided to teachers prior to the start of the school year. Teacher implementation of professional development was monitored throughout the year. Successes: We were successful in delivering all of the planned PD and received positive feedback on the sessions.

Challenges: A challenge was keeping the information shared with teachers relevant throughout the year.

Action 2.2 - Academic Coaches and Training for Staff - Implementation: Academic coaches were deployed to support TK-8th grade. Our K-2 coaches focused on early literacy with the implementation of the DIBELS reading risk screener, which helped our EL and Low-Income student populations, and delivered small-group tutoring and data-driven instructional coaching.

Successes: Coaches successfully supported teachers in implementing evidence-based strategies (such as SIOP and learning acceleration) and conducting effective, site-level data cycles.

Challenges: Equitably distributing coach time across all targeted classrooms to ensure consistent, ongoing support proved logistically challenging at times.

Action 2.3 - Professional Development - Implementation: The district provided ongoing professional development focused on "best first instruction," Social Emotional Learning, math, ela, science, technology, music and Integrated/Designated ELD.

Successes: Grade-level vertical systems were established across the district, allowing teachers to collaborate and align their instructional strategies effectively.

Challenges: Securing substitute teachers to allow for pull-out professional development without overly disrupting the continuity of core classroom instruction.

Action 2.4 - Interpreters - EL - Implementation: This action was designed to provide interpretation services to enhance communication in the classroom and with parents.

Successes: We effectively utilized our existing bilingual EL paraprofessionals to assist with interpreting services, successfully bridging the communication gap for EL families.
Challenges: Relying on instructional paraprofessionals for family interpretation occasionally required them to shift focus away from direct student instructional support during the school day.
Action 2.5 - Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs - Implementation: The district provided dedicated ELD instruction daily and integrated ELD across core subjects, supported by our EL Director.
Successes: We successfully implemented regular, targeted PD sessions with the Fresno County Office to create specific ELD lessons and conduct highly effective goal-setting conferences with EL and LTEL students.
Challenges: Accelerating the language acquisition rate for LTELs remains an ongoing instructional challenge despite these systemic supports.
Action 2.6 - Summer Programs - Implementation: The district delivered summer learning opportunities designed to prevent learning loss, including field trips, STEAM programs, and targeted academic interventions.
Successes: We successfully re-engaged students in summer learning, with registration rebounding significantly this year. The educationally-based field trips provided equitable access to rigorous enrichment. Challenges: Fluctuating summer enrollment numbers year-over-year make long-term staffing and resource allocation difficult to predict.
Action 2.7 - Paraprofessionals - Implementation: Paraprofessionals were deployed across sites to provide targeted, small-group, and one-on-one instructional support for Low-Income and EL students.
Successes: Paraprofessionals successfully supported MTSS/RTI blocks, increasing student engagement and providing the immediate feedback necessary to close concept gaps.
Challenges: Maintaining consistent paraprofessional staffing due to localized turnover and daily absences occasionally impacted the consistency of small-group interventions.
Action 2.8 - Intervention and (After-School Intervention), Enrichment Programs and Teacher Training - Implementation: The district expanded intervention and enrichment opportunities, including after-school instruction, VAPA, CTE, STEM, and AVID programs. Successes: We successfully utilized Expanded Learning Opportunity Program (ELOP) funding to seamlessly cover after-school tutoring needs. We were able to increase the number of FTEs in the music department, vastly expanding broad course access from preschool through 8th grade.
Challenges: Aligning after-school intervention schedules with student availability for enrichment programs (like music or sports) to ensure students do not have to choose between academic support and extracurricular engagement.
Action 2.9 - Teacher Induction Program - Implementation: The district provided extra support and mentorship for new teachers through the Teacher Induction Program.
Successes: Participating new teachers successfully demonstrated mastery of teaching standards and were successfully retained within the district.
Challenges: Matching every new teacher with a veteran mentor in their exact subject or grade level is sometimes difficult due to credentialing and availability constraints.
KECSD has committed to provide intervention both academic and mental health for their EL, LI and FY students, while combining that with professional development for their staff to meet the needs of their students due to the gaps in achievement.
While we successfully accomplished the overarching objectives of this goal, there were substantive differences in how certain planned actions were actually implemented. In several instances, variances in available funding, resources, or staffing required the District to adapt our original plans to ensure our students still received the necessary services and support.

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.

Action 2.1 - Preservice Days for Classified and Certificated Staff: The District did not fully expend the projected amount. This variance occurred because the preservice training days were optional for classified staff, and attendance was lower than initially projected. Action 2.2 - Academic Coaches and Training for Staff: The projected budget was higher than the estimated actuals. We are currently using the Learning Recovery Emergency Block Grant one-time funds to pay for two of our academic coaches, but once that money runs out, they will come out of the LCAP funding. Action 2.3 - Professional Development: The District spent less than anticipated on professional development as the District utilized the Educator Effectiveness Block Grant for the LETRS trainings. Although less money was spent, all goals were still completed. Action 2.4 - Interpreters EL: The District did not expend all allocated funds for this action. We were able to effectively utilize our existing EL paraprofessionals to assist with interpreting services for our families, maximizing our current staff capacity and reducing the need for additional outside interpreter expenditures. Action 2.6 - Summer Programs : Estimated actual expenditures were lower than the budgeted amount. Summer program funding for students is being funded through ELOP funds at this time, so not as much is needed from LCAP funds at this time. While summer programs for students are being funded out of ELOP, staff opportunities for EL trainings occurs and does come out of LCFF funds. Action 2.7 - Paraprofessionals: The District spent less than projected for paraprofessional support. This variance was driven by localized staffing turnover and daily position vacancies throughout the school year, which lowered overall personnel costs. Action 2.8 - Intervention and Enrichment Programs: The District did not expend all projected LCFF funds for this action. We strategically utilized Expanded Learning Opportunity Program (ELOP) funding to assist with after-school tutoring costs. We were able to increase the number of FTEs in our music department, though total expenditures still remained below the initial projection. Action 2.9 - Teacher Induction Program: Estimated actual expenditures were slightly higher than budgeted. This was due to a higher-than-expected number of new teachers requiring induction support and mentorship during the 2025-26 school year, necessitating additional funds to cover the required stipends and program costs.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA’s goal: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Contributing Actions

Actions 2.1, 2.2, 2.3, 2.6, 2.7, and 2.8 (Preservice Days, Academic Coaches, Professional Development, Summer Programs, Paraprofessionals, and Intervention/Enrichment): Effectiveness: Somewhat Effective. These actions are collectively designed to provide targeted instructional support and intervention to close the achievement gap for our Low-Income (LI) and English Learner (EL) students. When analyzing CAASPP data, the effectiveness for our unduplicated student groups is mixed. EL students showed promising growth, increasing 13.7 points in ELA and 11.8 points in Math. However, the achievement gap is widening for our LI students, who decreased by 7

points in ELA and 4.3 points in Math. Because these core instructional and intervention actions did not prevent a widening of the gap for the LI subgroup, they are more appropriately rated as Somewhat Effective at this time.

Action 2.4 - Interpreters EL: Effectiveness: Effective. This action provides dedicated interpretation services to bridge the communication gap for EL families. Based on local climate surveys and Chronic Absenteeism data—where EL chronic absenteeism improved by 0.4%—this action was effective in maintaining strong family engagement and supporting the environmental conditions necessary for EL student success.

Action 2.5 - Designated and Integrated ELD Instruction: Effectiveness: Somewhat Effective. This action targets the language acquisition of our EL and Long-Term English Learner (LTEL) populations. While EL students showed growth on the CAASPP, ELPAC data indicates that only 49% of our LTELs made progress toward English proficiency, which is a decrease of 7.4% compared to the prior year. Consequently, while the foundational ELD instruction is in place, the specific strategies utilized for LTELs were only Somewhat Effective and will require recalibration.

Non-Contributing Actions

Action 2.9 - Teacher Induction Program: Effectiveness: Effective. This action provides extra training and mentorship for new teachers. The program was effective in ensuring new educators demonstrated mastery of teaching standards, directly contributing to the district's overall capacity to deliver high-quality tier-one instruction to all students.

Overall Analysis Statement: While KECSD observed notable successes with English Learner CAASPP growth and overall district attendance rates (which improved by 0.7%), the widening CAASPP achievement gap for Low-Income students and the dip in LTEL ELPAC progress must be addressed. The data suggests that while our structural supports (MTSS, coaches, paraprofessionals) are in place, the specific pedagogical strategies and interventions delivered through these actions need to be refined to be fully effective for all unduplicated student groups.

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.

Action 2.1 (Preservice Days for Classified and Certificated Staff): The action description was updated to reference the current 2025 CA School Dashboard data, ensuring the narrative accurately reflects the most recent performance data for our unduplicated student groups.

Action 2.2 (Academic Coaches and Training for Staff): The narrative structure of this action was reorganized. We separated and sequenced the description to begin with the 5 CCR (Increased or Improved Services) narrative, followed by the specific LREBG narrative requirements (state action, funding, need, allowability, and metrics). Additionally, Dashboard references were updated to current 2025 data, and LREBG funding amounts were reconciled for accuracy.

Action 2.3 (Professional Development): Based on reflections on our professional learning strategies, specific references to "LETRS" training were removed from this action. Furthermore, the description was expanded to elaborate on the specific design of our Professional Development, including clear details on when and how the training is delivered to staff. Dashboard references were also updated to 2025 data.

Action 2.4 (Interpreters EL): The narrative was updated to reference the current CA School Dashboard and align with the reality of our 2025 data, specifically noting the recent decrease in ELPI scores to accurately identify the root cause and need for this service.

Action 2.5 (Designated and Integrated ELD Instruction...): The description was updated to identify a clear need based on a current performance gap, noting that LTELs are at 59.4% and making progress. We also elaborated extensively on the design and delivery of our Professional Development regarding the ELA/ELD Framework, PLC meeting structures, and SIOP training (including when and how these PDs are offered).

Action 2.6 (Summer Programs): Similar to Action 2.2, the narrative was reorganized to present the 5 CCR justification before the LREBG requirements. The data statements regarding ELPI, Low-Income (LI), and English Learner (EL) performance were updated to match the 2025 Dashboard. We also updated the Next Generation Science Standards (NGSS) paragraph with current 2025 CAST data and explicitly added Metric 3.1 (CAST) as a tool to measure the effectiveness of this action.

Action 2.7 (Paraprofessionals): The narrative was updated to reference the current CA School Dashboard to ensure alignment with 2025 data.

Action 2.8 (Intervention, Enrichment Programs, and Teacher Training): The description was restructured to cleanly separate the 5 CCR and LREBG narrative requirements. We updated all Dashboard references to the current year and verified that the LREBG funding amounts cited in the narrative are accurate and consistent.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Preservice Days for Classified and Certificated Staff	The 2025 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicate that our teachers need additional professional development designed to meet the unique needs of Low-Income and English Learner students. To address this need, the district will continue to provide pre-service days, including light meals or snacks. KECSD will provide professional development for the instructional staff and paraprofessionals. Professional development will include, but is not limited to: ELD: Providing targeted and systematic language instruction tailored to the specific needs of English learners. Educational Technology: Utilizing educational technology to personalize	$216,774.80	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and provide additional support. Math Routines: Helping unduplicated students develop fluency in basic math operations, which is critical for tackling more complex problems and concepts as they progress in their education. Differentiated Instruction: Meeting the diverse needs of students based on ongoing assessment data. Acceleration Programs: Implementing acceleration programs to help identified students catch up and excel in their academic pursuits. Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focusing on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave the site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our all-student group.		
2.2	Academic Coaches and Training for Staff	5 CCR Narrative (Increased or Improved Services) Data from the current CA School Dashboard indicates that our students identified as English Learners (EL) and Low-Income (LI) fall below the All-Student group in Distance from Standard for both Math and ELA. These specific student populations have traditionally lacked equity in academic learning outcomes. Based on the survey from the district's educational partners (as reflected in the Engaging Educational Partners section), academic coaching support for teachers is vital to ensuring educators have the skills and strategies needed for quality instruction; it emerged as one of the top priorities requested for Goal 2. Our experience indicates that students falling behind their peers are typically less engaged and require teachers who are highly equipped to deliver engaging, effective instruction. The District's academic coaches will provide extra support for teachers to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century	$1,114,315.75	Yes

Action #	Title	Description	Total Funds	Contributing
		learning skills. The following academic coaches are paid for out of Supplemental & Concentration (S&C) funds: Lincoln, Reagan, and Rafer. The district's academic coaches will develop a coaching cycle to guarantee access and support, ensuring that all teachers who support EL and LI students are provided with the professional coaching required to increase effective and engaging instruction. The coaching cycle will include differentiated instruction, CAASPP data-driven decision making and support, Learning Acceleration, SIOP, and ELA/Math support. These cycles ensure lessons are tailored to meet the diverse needs of students, including varying language proficiencies and learning styles. Principals will conduct walk-through observations of all teachers a minimum of once per trimester. Data from these walk-throughs will provide a focus for coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists. The unique design elements of this action include: Targeted Interventions: Coaches provide targeted instructional support to LI and EL students, addressing their specific learning needs. Individualized Attention: Coaches work one-on-one or in small groups with students, offering personalized feedback and guidance. Focused Language Development: For EL students, coaches offer focused support in language acquisition to improve English proficiency. Enhanced Teaching Strategies: Training helps teachers adopt evidence-based instructional strategies tailored to the needs of LI and EL students. Continuous Improvement: Ongoing training ensures teachers stay updated with the latest educational research and methodologies. Closing Achievement Gaps: Focused support and training help close the achievement gaps, promoting equity in educational outcomes. Collaboration and Support: Coaches facilitate collaboration among teachers, creating a support network to share best practices.		

Action #	Title	Description	Total Funds	Contributing
		Data-Driven Instruction: Coaches assist in the collection and analysis of student performance data to tailor instruction. Positive School Climate: Professional development that includes social-emotional learning and classroom management strategies contributes to a positive school climate. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. The expected results will be personalized learning for staff and continued increases in student achievement, specifically ELA and Math CAASPP scores for EL and LI students as compared to our All-Student group. Progress will be monitored using Metrics 2.3 & 2.4. Learning Recovery Emergency Block Grant (LREBG) Narrative Supporting Research: Research indicates that instructional coaching is highly effective at improving teacher practice and student achievement, particularly when coaches provide targeted, data-driven feedback (Kraft et al., 2018). Small-group tutoring has been consistently shown to yield significant positive effects on reading and math outcomes for struggling learners (Nickow et al., 2020). Furthermore, utilizing evidence-based strategies like the Sheltered Instruction Observation Protocol (SIOP) provides necessary language scaffolds that increase academic success for English Learners (Echevarria et al., 2006). State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $479,554 through 2027-28 to support two specific academic coaches. Identified Need & Action: To address the academic performance gaps of our EL and LI student populations, these two academic coaches will deliver targeted small-group tutoring, data-driven instructional coaching, and evidence-based strategies (such as SIOP and learning acceleration) directly to staff and students.		

Action #	Title	Description	Total Funds	Contributing
		Allowability: Per EC 32526(c)(2)(B)-(C), LREBG funds may be used for targeted small-group support and professional development. The California Department of Education confirms that such interventions fit squarely within the grant's purpose of supporting academic learning recovery and staff capacity-building. Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 2.3 & 2.4.		
2.3	Professional Development	5 CCR Narrative (Increased or Improved Services) Data from the current CA School Dashboard indicates that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the All-Student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicate that our teachers need additional, cohesive professional development designed to meet the unique needs of Low-Income and English Learner students on an ongoing basis throughout the school year. To address this need, the district will provide professional development focused on "best first instruction" to support our EL and LI students in closing the performance gap. There is a need for a cohesive professional development plan that establishes grade-level vertical systems across our district, allowing teachers to collaborate across all grade levels. Design and Delivery of Professional Development:To ensure maximum impact and immediate classroom application, professional development will be delivered through a systematic, multi-tiered approach:When: Training will occur during dedicated district-wide pre-service days before the school year begins, through scheduled pull-out training sessions (using substitute coverage) throughout the academic year, and via embedded weekly Professional Learning Community (PLC) meetings. How: Sessions will be led by subject-matter experts from county offices and outside companies, academic coaches, and district leadership. Delivery methods will include direct instruction, collaborative data analysis, peer observations, and interactive workshops designed to help teachers refine their instructional practices.	$1,002,683.39	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional Professional Development topics include, but are not limited to:Social Emotional Learning (SEL): Providing training for teachers on how to recognize and respond to trauma and its impact on student behavior and learning, equipping teachers with strategies to integrate SEL into their everyday classroom routines, building strong relationships, training in mindfulness techniques, and educating teachers on the use of restorative practices. Sheltered Instruction Observation Protocol (SIOP): Providing structured lesson planning, integrated language and content instruction, scaffolded instruction, background knowledge building, and comprehensive vocabulary development. Integrated and Designated ELD: Training on embedding language development strategies into regular content lessons (Integrated ELD) to help EL students develop language skills while learning content, and delivering focused, systematic language instruction aligned with proficiency levels (Designated ELD). Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focus on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave the site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. Progress will be monitored using Metric 2.4. Learning Recovery Emergency Block Grant (LREBG) Sustained and job-embedded professional development is a critical driver for improving instructional quality and subsequent student learning outcomes (Darling-Hammond et al., 2017). Training educators in Social Emotional Learning (SEL) practices not only improves students' emotional		

Action #	Title	Description	Total Funds	Contributing
		well-being but also leads to measurable gains in academic performance (Durlak et al., 2011). Additionally, professional learning focused on integrated and designated English Language Development (ELD) equips teachers to better scaffold content, accelerating language acquisition for ELs (Saunders et al., 2013). State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $117,056 through 2027-28. Identified Need & Action: To address the academic performance gaps of our EL and LI student populations, these funds are utilized to provide targeted professional development for educators, building their capacity to deliver high-quality tier-one instruction and effective interventions. Allowability: This aligns with the allowable use of funds under EC 32526(c)(2) for staff development and learning recovery programs designed to accelerate pupil academic proficiency.Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metric 2.4.		
2.4	Interpreters EL	5 CCR Narrative (Increased or Improved Services) The 2025 CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) decreased. Our experience and the outcome of conducting a root cause analysis indicate that a likely root cause for this decline is that students need real-time clarification in their primary language during core instruction in the classroom. Additionally, their parents require increased communication from the school and teachers in their primary language in order to be more engaged in supporting their child's learning and English language acquisition. In order to address these identified needs, the district will provide interpreter support to enhance communication in the classroom and with parents regarding student progress. This action is provided on a limited basis specifically to support our English Learner student group. We believe that these students will benefit from the additional instructional support of bilingual interpreters to provide the individualized instruction required to expedite the closing of performance gaps. This service will also help our EL parents with interpretation so they can become more involved in their child's education and better communicate their child's needs with the school.	$22,677.66	Yes

Action #	Title	Description	Total Funds	Contributing
		The unique design elements of this action are:Improved Communication: Bilingual interpreters facilitate clear and accurate communication between the school and EL families, ensuring that important information about academic progress, school events, and policies is understood. Family Engagement: By providing interpretation services, the district encourages greater participation from EL families in school activities, meetings, and decision-making processes, fostering a stronger school-community connection. Support for Multilingual Needs: Interpreters help address the diverse linguistic needs of EL families, ensuring that language barriers do not impede access to school resources and support services. Equitable Access to Information: Interpreters ensure that EL families receive the same information and opportunities as English-speaking families, promoting equity in access to educational resources and involvement. Informed Decision-Making: By providing interpretation services, the district empowers EL families to make informed decisions about their children's education, leading to better educational outcomes. Parental Involvement: Interpreters enable parents to actively participate in parent-teacher conferences, Individualized Education Program (IEP) meetings, and other school functions, fostering a collaborative approach to education. We expect that our English Learners' progress towards English language proficiency will rebound and continue to improve on the ELPAC assessment as indicated by the ELPI on the CA Dashboard. Progress will be monitored using Metrics 2.1 & 2.2.		
2.5	Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs	5 CCR Narrative (Increased or Improved Services) The current CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) decreased from 58.1% to 49%. Similarly, our Long-Term English Learners (LTELs) saw a drop from 64.9% to 59.4% making progress. Based on a local needs assessment, the district has found that a likely root cause of this decline in student performance is a need for improved designated and integrated instruction to better meet the specific language acquisition needs of our ELs. Our experience and the outcome of conducting a root cause analysis indicate that our LTEL students require a more systematic and strategic district approach to meet their unique learning needs.	$641,510.19	Yes

Action #	Title	Description	Total Funds	Contributing
		Furthermore, our teachers require additional professional development designed to close this language acquisition academic achievement gap using the Sheltered Instruction Observation Protocol (SIOP) method of instruction. Design and Delivery of Professional Development & Collaborative Structures: To address this need, our district will provide targeted professional development and structured collaboration time specifically focused on ELD instruction. ELA/ELD Framework Professional Development: * When: Training is offered during dedicated pre-service days prior to the school year, with ongoing instructional coaching provided throughout the semesters. How: Fresno County Superintendent of Schools ELA-ELD specialists and our onsite EL Coordinator/Coach lead these sessions. They collaborate directly with teachers to assist in data analysis, model lesson design, and scaffold instruction to meet the specific language development needs of our ELs across both Integrated and Designated ELD blocks. SIOP Professional Development:When: Formal SIOP training modules are delivered during district-wide professional development days, with quarterly follow-up observations and feedback sessions. How: Through direct workshops and modeled teaching, educators are trained to deliver structured lesson planning, integrate language and content, build background knowledge, and provide comprehensive vocabulary development. Professional Learning Communities (PLCs):When: PLCs meet weekly at every school site during designated common planning periods. How: During these meetings, the leadership team and teachers use the Cycle of Inquiry to systematically analyze EL and LTEL performance data (such as ELPI and reclassification rates). Teams collaboratively adjust instructional strategies, identify learning gaps, and ensure best practices for ELD are being implemented effectively. English Language Acquisition Support (ELs and LTELs): A period of designated English language development support is built into daily schedules. Students are enrolled in a class with a credentialed teacher along with bilingual aides to meet the needs of the varying proficiency levels within the classes. Grades TK-K implement the ELD component for a minimum of 20 minutes of daily designated instruction, 1st-6th grade implement 150 minutes per week, and our 7th-8th students receive 300 minutes per two-week span. Integrated ELD is used		

Action #	Title	Description	Total Funds	Contributing
		throughout the day to access all content areas. To further support LTELs, bilingual professionals are embedded within core classes to monitor students' progress and address academic challenges. Additionally, teachers conduct ongoing goal-setting conferences with EL and LTEL students, setting clear objectives for ELPAC, CAASPP, Accelerated Reader (AR), and classroom grades. KECSD will provide a partial FTE Assistant Superintendent and an EL Director to organize and implement the ELD program, oversee resource allocation, organize professional development, and conduct regular ELD walkthroughs to ensure all teachers are implementing the appropriate instructional strategies. This action is provided on a limited basis and is principally directed to meet the needs of our English Learners. We expect that our English Learners' and LTELs' progress towards English language proficiency will rebound and continue to improve as measured by the ELPAC assessment (indicated as the ELPI on the CA Dashboard). Additionally, our reclassification rates will continue to improve, and the percentage of LTELs in our district will decrease. Progress will be monitored using Metrics 2.1 & 2.2.		
2.6	Summer Programs	5 CCR Narrative (Increased or Improved Services) The current CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) has recently decreased to 49%, highlighting a critical need for extended language acquisition support. Furthermore, the current CA Dashboard indicates that our Low-Income and English Learners continue to perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. On the California Science Test (CAST), our EL students (0%) and Low-Income students (20%) also scored lower in the "standard met" category compared to our All-Student group (22.48%). Additionally, our experience and root cause analysis reveal that our EL and Low-Income student populations have less access to educational resources over the summer and lower participation in STEAM-related careers.	$828,371.32	Yes

Action #	Title	Description	Total Funds	Contributing
		To address these performance gaps and prevent the "summer slide," the district will provide additional instructional support during the summer months, including transportation, to deliver the individualized instruction required to expedite learning recovery. The district will provide students with an opportunity to participate in summer programs that provide hands-on STEAM activities to spark students' imagination and build interest in STEAM-related education and careers. The summer programs are designed to address the specific needs of our English Learner and Low-Income students through the following approaches: Targeted Support: Summer programs provide an opportunity for targeted intervention, addressing specific academic deficiencies identified through state assessments. This is crucial for EL and Low-Income students who need extra time and support to master grade-level content. Continuity of Learning: Summer programs prevent the "summer slide," maintaining academic gains made during the school year. This continuity is particularly important for EL and Low-Income students who may lack access to educational resources during the summer break. Field Trips and Experiential Learning: Field trips (e.g., swim lessons, etc.) will be provided to our students. These outings provide hands-on experiences and interactions with professionals in STEAM fields, inspiring students and showcasing career possibilities they might not otherwise access. Transportation Assistance: Transportation will be provided to ensure equitable access and remove socioeconomic barriers for Low-Income students who face transportation challenges. The Next Generation Science Standards (NGSS) instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if specific steps aren't taken. Data from the most recent 2025 CAST indicates that 0% of our English Learners met the standard. Providing STEAM opportunities during the summer will deliver rich instruction that builds science competencies while concurrently		

Action #	Title	Description	Total Funds	Contributing
		promoting language use. NGSS instruction for ELs in our summer program incorporates: Language Integration: Embedding language development strategies within science lessons to scaffold comprehension and foster academic language proficiency. Visual Aids and Multimodal Learning: Utilizing visual aids, graphic organizers, and hands-on experiments to support ELs in connecting abstract scientific ideas to real-world phenomena. Differentiated Instruction: Providing differentiated tasks catering to varying language proficiency levels. Culturally Relevant Contexts: Integrating culturally relevant examples into science lessons to make learning accessible and meaningful. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. We also expect our EL and Low-Income students will improve their "percent met" on the state CAST Test, and our EL students will improve on the ELPI. Progress will be monitored using Metrics 2.1, 2.2, 2.4, & 3.1. Learning Recovery Emergency Block Grant (LREBG) Narrative High-quality summer learning programs are proven to mitigate the summer slide, the disproportionate loss of academic skills experienced by low-income students during the summer months (Alexander et al., 2007; McCombs et al., 2011). Providing hands-on enrichment and educational field trips expands background knowledge, which is essential for reading comprehension and cognitive development (Marzano, 2004). Furthermore, integrating STEAM and inquiry-based science interventions builds foundational critical thinking and academic language skills for English Learners (Lee et al., 2008).		

Action #	Title	Description	Total Funds	Contributing
		State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $151,725 through 2027-28. Identified Need & Action: To address learning loss and performance gaps for EL and LI students, these funds are utilized to provide summer learning programs and staff to facilitate educationally-based, standards-aligned summer enrichment and field trips. Allowability: According to the California Department of Education's LREBG guidance, allowable uses include "learning recovery programs... designed to accelerate pupil academic proficiency or English language proficiency." Field trips and standards-aligned summer learning opportunities, supported by staff, fit within this use by providing equitable access to rigorous, content-based summer enrichment (EC § 32526(c)(2)(B), (C)). Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 2.1, 2.2, 2.4, & 3.1.		
2.7	Paraprofessionals	5 CCR Narrative (Increased or Improved Services) The current CA School Dashboard indicates that our Low-Income and English Learners continue to perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Additionally, current data indicates that the percentage of our Long-Term English Learners (LTELs) making progress toward English proficiency decreased from 64.9% to 59.4% on the English Learner Progress Indicator (ELPI). Our experience and the outcome of conducting a root cause analysis indicate that the likely root cause for these performance gaps and the decline in language acquisition progress is that these students need differentiated, small-group, and one-on-one instruction to close the achievement gap and accelerate their English proficiency. In response to this identified need, we will provide these students with additional paraprofessional instructional support staff to deliver the individualized instruction required to expedite the closing of these performance gaps. The work of the paraprofessionals is designed to	$1,067,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address the unique needs of English Learners and Low-Income students through the following approaches: Focused Interventions: Paraprofessionals provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments. Increased Student Engagement: With more individualized attention and support, our experience is that students are more engaged and motivated in their learning, leading to better academic outcomes. Targeted Delivery: Supporting Response to Intervention (RTI) and small-group instruction using supplemental curriculum. Lower Ratios: Increasing the staff-to-student ratio to provide additional instructional and engagement supports. Assessment & Environment: Providing progress monitoring formative assessments, supporting the teaching staff with classroom management, and assisting with resource preparation and development. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group, and our LTEL students will rebound in their progress toward English proficiency.		
2.8	Intervention and (After-School Intervention), Enrichment Programs and Teacher Training	5 CCR Narrative (Increased or Improved Services) The current 2025 CA School Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Based on a local needs assessment, the district has found that a root cause for the academic performance gaps for our Low-Income and English Learners is a	$1,976,921.40	Yes

Action #	Title	Description	Total Funds	Contributing
		lack of exposure to extracurricular activities at home, lack of access to Visual and Performing Arts (VAPA) due to our rural location, and limited community and family resources. Consequently, our Low-Income and English Learner families have the least exposure to college and career experiences in the family environment. To address these root causes, we will be providing additional targeted instructional supports, enrichment opportunities, and scaffolds for the identified students. LCFF Supplemental & Concentration (S&C) funds are utilized specifically for an intervention building at Reagan Elementary. Providing a dedicated space allows intervention staff to implement one-on-one and small group intervention support and resources during and after the school day, creating specialized learning environments equipped with the necessary technology to support personalized instruction. Our comprehensive intervention and enrichment approach includes:Targeted Interventions: Intervention and after-school programs provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments. By offering personalized instruction, students receive the focused support needed to master challenging content and skills. Equitable Opportunities: Enrichment programs ensure that all students, regardless of their background, have access to high-quality educational experiences. CTE/Career and College Readiness/VROP (Rafer Johnson Jr. High): Broadens the horizons of students, allowing them to discover potential career fields early, helping them make informed decisions about their future. AVID (Rafer Johnson Jr. High): Allows students to gain exposure to college expectations, and it targets students that are traditionally underrepresented in higher education, providing them with the support and resources needed to succeed academically. Instrumental/Vocal Music (Washington, Roosevelt, Lincoln, Reagan, and Rafer Johnson Jr. High): Provides LI and EL students with access to high-quality music education, which can enhance cognitive development and academic performance. It also ensures inclusive participation and incorporates diverse musical genres to reflect the cultural backgrounds of our students. MESA (Rafer Johnson Jr. High): Provides a solid foundation in Science, Technology, Engineering, and Mathematics (STEM), preparing students for advanced studies in these		

Action #	Title	Description	Total Funds	Contributing
		fields. Professional Development: Teacher training ensures educators are well-equipped with the latest instructional strategies and best practices for supporting Low-Income, Foster Youth, and EL students. Though this action is principally directed to meet the needs of our Low-Income, Foster Youth, and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. Progress will be monitored using Metrics 1.1, 1.2 & 2.4. Learning Recovery Emergency Block Grant (LREBG) - Action & Funding: This is an LREBG Action. Participation in high-quality expanded learning programs is linked to improved attendance, behavior, and academic achievement, particularly for at-risk students (Durlak et al., 2010). Access to Visual and Performing Arts (VAPA) enhances cognitive development, student engagement, and critical thinking (Eisner, 2002). Programs like AVID and CTE effectively increase college and career readiness by providing structured academic scaffolds and exposure to real-world applications, which significantly boosts graduation rates for low-income and minority students (Watt et al., 2006). Utilizing trained paraprofessionals for targeted, small-group interventions also provides the immediate feedback necessary to close concept gaps (Slavin et al., 2011). LREBG Funds allocated to this action are $277,638 through 2027-28. Identified Need & Action: To address learning loss and eliminate opportunity gaps, LREBG Action 2.8 funds the deployment of paraprofessionals (specifically two at Reagan), teachers, and supplemental resources to expand intervention and enrichment opportunities that directly support English Learners, Low-Income, and Foster Youth. This includes after-school instruction, VAPA, CTE, STEM, and AVID programs. Allowability: This action aligns with EC § 32526(c)(2) as it promotes academic proficiency, language development, and college/career readiness through the strategic use of staff and extended learning time. Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 1.1, 1.2 & 2.4.		

Action #	Title	Description	Total Funds	Contributing
2.9	Teacher Induction Program	KECSD will provide extra support for new teachers through the Teacher Induction Program. The Teacher Induction Program requires demonstration of mastering the art of teaching. The extra training and support for new teachers will result in increased achievement for our students.	$85,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Science Test (CAST) Met or Exceeded Standard	Data Year: 2022-23 Data Source: Dataquest Overall = 20.52% EL = 2.04% LI = 19.01% FY = No Data SWD = 7.5%	Data Year: 2023-2024 Data Source: Dataquest Overall = 20.68% EL = 2.08% LI = 16.03% FY = No Data SWD = 6.12%	Data Year: 2024-2025 Data Source: Dataquest & CA Dashboard Overall = 22.48% EL = 0% LI = 18.87% FY = No Data SWD = 4.65% LTEL = No Data	Overall = 22% EL = 3% LI = 20% FY = No Data SWD = 8%	Overall = 1.96% above EL = 2.04% below LI = 0.14% below FY = No Data SWD = 2.85% below LTEL = No Data

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward the district's broad goal of providing access to a broad and challenging curriculum focused on 21st-century learning. The district focused on ensuring students acquired college and career readiness skills and developed a passion for continuous learning through expanded technology access and after-school programs. Overall, the district successfully carried out this goal with no substantive differences in the actual implementation of the planned action.

Action 3.1 - Technology/21st Century Learning:

Implementation Status: 5 - Full Implementation and Sustainability.Implementation: The district successfully implemented and maintained its 1:1 Chromebook initiative, ensuring that every student was provided with a dedicated personal device to access digital tools, core curriculum, and supplemental learning software. Furthermore, 21st-century learning skills were deeply integrated not only during the regular instructional day but also throughout our after-school and summer enrichment programs. There were no substantive differences in the planned action compared to the actual implementation. Successes: A major success was the seamless integration of these 1:1 devices to deliver targeted, personalized learning programs (such as differentiated math and ELA software) that specifically supported our Low-Income and English Learner students. Students successfully utilized this technology daily to foster critical thinking, communication, collaboration, and creativity. Challenges: Sustaining a 1:1 device fleet across the entire district presents ongoing logistical challenges, including managing the continuous repair and replacement lifecycle of broken or aging Chromebooks, as well as ensuring consistent internet connectivity at home for our most vulnerable student populations to complete digital assignments.

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

The District spent more than what was originally projected. The District purchased over 250 additional chromebooks as well as classroom TV displays to enhance the learning environment. More learning programs were purchased this year to increase student achievement.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Three helped make progress towards the LEA's goal: provide Access to a Broad and Challenging Curriculum focused on 21st Century Learning.

Action(s): Action 1: Technology/21st Century Learning
Effectiveness of Action(s): Effective
Metric(s): CAASPP Data, CAST, and ELPAC Data
KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (Points above the standard).
1. EL students increased 13.7 points in ELA, but decreased 26 points in Math. We are working with the county office to support this student population, and we expect to see an increase in CAASPP scores in coming years.
2. ELA - LI students increased 7 points from year 1 to year 2, and are 3.6 points above the baseline.
3. Math - LI students increased 4.3 points from year 1 to year 2, and are 0.6 points above the baseline.
KECSD has observed progress in recent years towards closing the achievement gap as indicated on our ELPAC data (49% Making Progress).
1. 59.4% of our LTELS made progress, which is a decrease of 5.5% over the prior year.
KECSD observed progress towards closing the achievement gap as indicated on our chronic absenteeism rates. KECSD increased their percentage of students attending school by 0.7% over the prior year, and also improved attendance rates in the following subgroups listed below.
According to the CA Dashboard for the 2024-2025 school year, the chronic absenteeism rates for KECSD:
EL: 0.4% decline
FY: No Data
SWD: 2.0% improvement
LI: 0.9% improvement
Overall: 0.7% improvement
According to the CA Dashboard for the 2024-2025 school year, the CAST data for KECSD:
Overall: 1.8% improvement
LI: Scores increased 2.84% year over year
SWD: Scores increased 1.47% year over year

Contributing Actions - Action 3.1 - Technology/21st Century Learning: Effectiveness: Effective. This action is principally directed to meet the needs of our Low-Income students by bridging the digital divide and providing 1:1 hardware and software resources to accelerate learning recovery. When evaluating effectiveness through our California Science Test (CAST) data (Metric 3.1), this action has proven highly successful for our targeted groups. Overall district CAST scores improved by 1.8%, and our Low-Income student scores increased by 2.84% year-over-year. Additionally, our Students with Disabilities (SWD) subgroup scores increased by 1.47% year-over-year. The continuous availability of 1:1 Chromebooks and interactive classroom TV displays directly facilitated the multimodal, hands-on science learning necessary to drive these positive outcomes.

Analysis Statement: Due to the comprehensive implementation of our 1:1 Chromebook fleet and personalized digital learning programs, KECSD successfully observed significant progress in closing achievement gaps on the state science assessment. While our English Learner (EL) subgroup dropped to 0% standard met on the 2025 CAST, our Low-Income and SWD student populations demonstrated meaningful, measurable growth. This indicates that our current technology infrastructure is highly effective at increasing academic proficiency for our socioeconomically disadvantaged pupils, though we must continue to integrate specific language scaffolds within our technology tools to better support our multilingual learners.

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

Based on an analysis of current data, reflections on prior practice, and specific feedback from our educational partners, KECSD has made the following refinement to the action within Goal 3 to ensure alignment with our current 2025 California School Dashboard data:

Action 3.1 (Technology/21st Century Learning): The narrative description for this action was updated to explicitly reference the current 2025 CA School Dashboard data, ensuring the baseline need and student performance context are accurately represented. Furthermore, Metric 3.1 (California Science Test - CAST) was added to the monitoring plan to serve as a primary, measurable tool to gauge how effectively the integration of 1:1 technology and digital learning platforms is driving science proficiency and academic recovery for our unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology/21st Century Learning	5 CCR Narrative (Increased or Improved Services) The current 2025 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the All-Student group in ELA and Math. Furthermore, on the 2025 California Science Test (CAST), our English Learners (0% standard met) and Low-Income students (18.87% standard met) scored lower than the All-Student average (22.48%). Our experience and the outcome of a local needs assessment indicate that Low-Income and English Learner students face significant socioeconomic barriers, resulting in a lack of access to technology hardware and high-speed internet in the home environment. This digital divide restricts their ability to engage with digital tools and 21st-century learning software outside of school hours. To address this need, the district will continue to fund and expand its 1:1 Chromebook initiative, ensuring all students are provided with a dedicated device, alongside interactive classroom TV displays to support multimodal instruction. The unique design elements of this action include:	$337,320.12	Yes

Action #	Title	Description	Total Funds	Contributing
		Bridging the Digital Divide: Providing 1:1 Chromebooks ensures that Low-Income and EL students have equitable, guaranteed access to the technology required for modern education. Personalized Learning: 1:1 technology allows for the deployment of adaptive, differentiated learning software that tailors ELA, Math, and Science interventions to the specific academic levels of unduplicated student groups. Multimodal Science Scaffolds: Interactive classroom TV displays enable teachers to provide visual and interactive representations of complex scientific phenomena, which is critical for supporting language acquisition and content comprehension for English Learners. 21st-Century Skill Development: Daily access to technology empowers students to collaborate, communicate, think critically, and create using modern digital platforms, closing the opportunity gap for socioeconomically disadvantaged pupils. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide assessments will decrease, and proficiency rates on the state science assessment will continue to rise as compared to our All-Student group. Progress will be monitored using Metric 3.1 (CAST). Learning Recovery Emergency Block Grant (LREBG) Narrative Ensuring 1:1 device access is a primary step in bridging the digital divide, providing equitable opportunities for low-income students to access 21st-century learning tools (Warschauer & Matuchniak, 2010). When integrated effectively with teacher instruction, technology-based personalized learning programs can significantly accelerate student learning by providing adaptive, self-paced interventions (Pane et al., 2014). Additionally, utilizing interactive visual displays (like classroom TVs) provides essential multimodal scaffolding that aids reading comprehension and scientific		

Action #	Title	Description	Total Funds	Contributing
		understanding, especially for English Learners navigating complex academic language (Mayer, 2009). State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $15,000 through 2027-28 to purchase technology hardware, devices, and instructional learning software. Identified Need & Action: To address learning loss and support academic recovery, these funds are utilized to maintain our 1:1 Chromebook fleet and purchase supplemental learning software to deliver personalized, data-driven academic interventions for Low-Income and EL students. Allowability: This action is aligned to the allowable use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526(c)(2)(B), which permits expenditures that accelerate progress in closing learning gaps through the implementation, expansion, or enhancement of learning supports, including technology-based interventions. Providing access to educational technology for Low-Income students directly supports learning recovery in ELA, Math, and Science. Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metric 3.1 (CAST).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide a positive, safe and welcoming school and district climate.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard All-students: 4.2% EL: 3.8% LI: 4.9% FY: 11.1% SWD: 7.3% Lincoln Elementary SWD: 6.4%	Data Year: 2024 Data Source: CA Dashboard All-students: 3.6% EL: 5.4% LI: 4.2% FY: 15% SWD: 7% LTEL: 5.4% Lincoln Elementary	Data Year: 2025 Data Source: CA Dashboard All-students: 3% EL: 2.4% LI: 3.7% FY: No Data SWD: 4.9% LTEL: 8.8% Lincoln Elementary	All-students: 3.8% EL: 3.4% LI: 4.4% FY: 10% SWD: 6.5% LTEL: 5% Lincoln Elementary SWD: 6.3% Rafer Johnson Jr. High	All-students: 1.2% below EL: 1.4% below LI: 1.2% below FY: N/A SWD: 2.4% below LTEL: 3.4% above Lincoln Elementary SWD: 1.9% above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rafer Johnson Jr. High All-students: 13.2% EL: 19.6% Hispanic: 15% LI: 16.7% SWD: 26.1%	SWD: 4.5% Rafer Johnson Jr. High All-students: 7% EL: 16.7% Hispanic: 8.5% LI: 8.9% SWD: 20.4%	SWD: 8.3% Rafer Johnson Jr. High All-students: 9.6% EL: No Data Hispanic: 11% LI: 11.8% SWD: 14.6%	All-students: 12% EL: 17% Hispanic: 13% LI: 14% SWD: 24%	Rafer Johnson Jr. High All-students: 3.6% below EL: No Data Hispanic: 4% below LI: 4.9% below SWD: 11.5% below
4.2	Expulsion Rate	Data Year: 2023 Data Source: Educational Data Partnership (Ed-data.org) 0.9%	Data Year: 2024 Data Source: Educational Data Partnership (Ed-data.org) 0.6% 0.6%	Data Year: 2025 Data Source: Educational Data Partnership (Ed-data.org) 0.27% 0.5%	0.5%	0.63% below
4.3	Middle School Drop Out Rate	Data Year: 2023-24 Data Source: AERIES Report 1.12 0%	Data Year: 2024-2025 Data Source: AERIES Report 1.12 0.53%	Data Year: 2025-2026 Data Source: AERIES Report 0%	0%	0%
4.4	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Data Year 2023-24 Data Source: Local Indicators Report: Priority 3 Average score of: 4.92 out of 5.	Data Year 2024-25 Data Source: Local Indicators Report: Priority 3 Average score of: 4.92 out of 5.	Data Year 2025-26 Data Source: Local Indicators Report: Priority 3 Average score of: 4.92 out of 5.	Average score of: 4.92 out of 5.	0%

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions executed under Goal Four were strategically implemented to support the progress toward our broad goal of cultivating a safe, welcoming, and positive school climate that fosters emotional well-being, high attendance, and robust family partnership. Throughout the 2025-26 school year, the district focused heavily on strengthening multi-tiered support systems, expanding mental and physical health access, and actively removing systemic barriers to student engagement. While the core objectives of these actions were successfully realized to support our unduplicated student populations, staffing constraints and localized programmatic shifts required tactical operational adjustments.

The actions outlined in Goal Four supported the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.
Actions Rated 5: Full Implementation and Sustainability

Action 4.1 - Mental Health and School Culture and Climate:
Implementation: The district deployed dedicated counseling and mental health services to provide targeted therapeutic interventions, crisis response, and proactive school-wide culture initiatives.
Successes: A major success was the establishment of structured, small-group counseling sessions that directly served our most vulnerable Low-Income and Foster Youth students. Local climate surveys reflected an increased sense of safety and emotional support on campus, validating our focus on trauma-informed practices.
Challenges: The soaring demand for intensive, individualized mental health caseloads occasionally stretched our counseling staff's capacity, making it challenging to balance required crisis interventions with proactive, campus-wide culture-building activities.

Action 4.2 - MTSS and RTI:
Implementation: The district systematically utilized Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) protocols to provide data-driven academic and behavioral interventions during designated school-day blocks.
Successes: Grade-level collaboration teams successfully used universal screening data to place Low-Income and English Learner students into fluid, targeted instruction tiers, which prevented learning gaps from widening further in core subject areas.
Challenges: Coordinating the scheduling mechanics of the RTI blocks across multiple grade levels without encroaching upon core instructional or elective time proved logistically complex for site administrators.

Action 4.3 - Learning Directors:

Implementation: Learning Directors were utilized at the school sites to oversee curriculum implementation, manage student data tracking, coordinate student study teams (SSTs), and support teachers with instructional coaching.
Successes: Learning Directors were highly effective at keeping focus on our unduplicated subgroups, ensuring that teachers translated diagnostic data into immediate classroom accommodations and language scaffolds for English Learners.
Challenges: Learning Directors had to dedicate an unexpected amount of operational time to managing complex state compliance and assessment coordination, which temporarily reduced their availability for direct classroom coaching.

Action 4.4 - Attendance:
Implementation: The district executed an aggressive attendance monitoring and intervention program, leveraging automated notification systems, localized incentives, and direct home visits to combat chronic absenteeism.
Successes: Our targeted outreach successfully reduced chronic absenteeism among our low-income student group, driven by district liaisons.
Challenges: Overcoming deep-seated, systemic barriers to attendance, such as family transportation deficits or acute health issues within families, remained a persistent obstacle that required intensive, time-consuming case management.

Action 4.5 - Health Aides and (District Nurse-80.15% S&C):
Implementation: The district maintained health aides across sites and funded 80.15% of the District Nurse's position through Supplemental and Concentration funds to manage student medical needs, conduct screenings, and coordinate care.
Successes: The health team provided an essential safety net for our Low-Income students, who frequently lack consistent access to primary healthcare. By managing chronic conditions and acute illnesses directly on campus, they maximized the time students spent safely in their classrooms.
Challenges: Managing high daily volume in the health offices during peak seasonal illness windows occasionally, required the nursing team to carefully triage operational priorities.

Action 4.6 - Parent Involvement:
Implementation: The district actively implemented family engagement strategies and hosted regular, interactive parent advisory meetings, including School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC).
Successes: We achieved a substantial increase in parent attendance at site-level district meetings. Providing primary-language translation and welcoming environments empowered English Learner and Low-Income families to become active partners in their children's language acquisition and academic goals.
Challenges: Conflicting work shifts and childcare constraints faced by many of our working families made consistent, high-volume participation at evening events difficult to sustain, requiring sites to offer flexible alternative meeting structures.

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.

Action 4.2, MTSS and RTI, the District spent more than projected as needs for our students changed, we needed to pivot and provide additional resources. Action 4.4, Attendance, the District lost liaison positions and did not fill them; thus, the amount budgeted was affected.

Action 4.6, Parent Involvement, the District partnered with Fresno State and Success Together to provide more opportunities for families. The contracts for these programs were not as much as what was anticipated, and so we did not fully expend the amount projected.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and local/state metrics.
Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

Contributing Actions

Action 4.2 - MTSS and RTI: Effectiveness: Effective. This action was strategically designed to deploy data-driven interventions for our most vulnerable subgroups. By systematically utilizing universal screening data, grade-level teams successfully placed Low-Income and English Learner students into fluid, targeted instructional tiers. This agile MTSS framework was highly effective in preventing learning gaps from widening in core subject areas, ensuring our unduplicated students received immediate, differentiated support.

Action 4.3 - Learning Directors: Effectiveness: Effective. Learning Directors serve a critical role in overseeing curriculum implementation and coordinating Student Study Teams (SSTs) specifically tailored to support our unduplicated subgroups. This action was highly effective; Learning Directors successfully guided teachers in translating diagnostic data into immediate classroom accommodations and language scaffolds, which directly supported the academic access and language acquisition of our English Learners and Foster Youth.

Action 4.5 - Health Aides and (District Nurse-80.15% S&C): Effectiveness: Effective. This action provides an essential safety net for our Low-Income students, who frequently lack consistent access to primary healthcare in the home environment. By actively managing chronic conditions, administering necessary screenings, and treating acute illnesses directly on campus, the nursing staff was highly effective in mitigating health-related absences. Triage at the school site successfully maximized the direct instructional seat time for our socioeconomically disadvantaged pupils.

Action 4.6 - Parent Involvement: Effectiveness: Somewhat Effective. This action aims to build strong home-to-school partnerships, particularly for our English Learner and Low-Income families. While the district experienced a highly successful, measurable increase in Title I meeting attendance this year due to targeted outreach and translation services, feedback from our educational partners indicates that rigid meeting schedules still prevent a significant portion of our working families from participating. The action is Somewhat Effective because, while the families we do reach receive excellent primary-language support, the district has not yet achieved the broad, systemic participation rates desired across all unduplicated demographics.

Non-Contributing Actions

Action 4.1 - Mental Health and School Culture and Climate: Effectiveness: Effective. Designed to support the broad student body, this action deployed dedicated counseling and mental health services across the district. Based on our local climate survey data, which reflected an overall increased sense of safety, connectedness, and emotional support on campus, this action was highly effective. The proactive, trauma-informed practices successfully improved the baseline emotional well-being of the general student population.

Action 4.4 - Attendance: Effectiveness: Somewhat Effective. This district-wide action targets our overall chronic absenteeism rates through automated monitoring and attendance interventions. While targeted outreach efforts successfully yielded localized attendance improvements, widespread, systemic attendance barriers (such as ongoing family transportation deficits and acute health issues) persist across the district. Because our overarching chronic absenteeism rates have not yet fully rebounded to pre-pandemic baseline targets, the strategies within this action are currently rated as Somewhat Effective and require continued structural refinement.

Metric(s): CA Dashboard
1. According to the 2024-2025 CA Dashboard, 3% of the student population were suspended at least one day, which declined by 0.6% from the prior year.
2. LI = CA Dashboard, 3.7%, a decrease of 0.5%
3. EL = CA Dashboard, 2.4%, a decrease of 3.1%
4. FY = No Performance Color - CA Dashboard
5. Lincoln - SWD Students = 8.3%, an increase in suspension of 3.8%
6. Rafer Johnson
*All students = 9.6%, an increase of 2.6%
*EL = No Performance Color - CA Dashboard
*Hispanic = 11%, an increase of 2.5%
*LI = 11.8%, an increase of 2.9%
*SWD = 14.6%, a decrease of 5.8%
7. According to the 2024-2025 CA Dashboard, KECSD 1.2% of the student population was chronically absent (a decline of 0.7%), which is significantly lower than the state average of 17.1%.
*LI = 1.3%, a decrease of 0.9%
*FY = No Performance Color = 0%, a decrease of 5.6%
8. ELA
*LI = 11.1 points below the standard, an increase of 7 points
*EL = 22.7 points below the standard, an increase of 13.7 points
9. Math
*LI = 47.3 points below the standard, an increase of 4.3 points
*EL = 62.4 points below the standard, an increase of 11.8 points

Overall Analysis Statement: KECSD has made significant, measurable progress in cultivating a safe, supportive, and academically responsive school climate. The foundational MTSS structures (Action 4.2), the instructional leadership of Learning Directors (Action 4.3), and our campus-based physical and mental health teams (Actions 4.1 & 4.5) have proven highly effective in stabilizing the learning environment and directly supporting the holistic well-being of all students, particularly our English Learners, Foster Youth, and Low-Income populations. However, the data surrounding chronic absenteeism and parent engagement reveals that while our localized, traditional interventions yield some success, deep-seated socioeconomic barriers continue to restrict full engagement. Moving forward, the district must pivot from Somewhat Effective traditional models to highly flexible, barrier-free engagement and attendance strategies to fully realize the objectives of Goal 4.

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

Based on an ongoing analysis of local data, educational partner feedback, and a comprehensive reflection on the effectiveness of our 2025-26 implementation, KECSD has determined that the broad intent of Goal 4, its associated metrics, and our long-term target outcomes remain highly relevant to our students' needs. Therefore, the overarching goal and its metrics will remain unchanged for the coming year.

However, reflecting on the localized challenges and the "Somewhat Effective" ratings identified during our annual review, the district is making the following strategic refinements to the implementation of specific actions to better serve our educational community:

Action 4.4 - Attendance [Non-Contributing] (Refinement of Practice): Reflection: While traditional, compliance-driven outreach (such as automated calls and standard attendance contracts) localized some improvements, our reflection on practice revealed that these methods do not adequately resolve the deep-seated socioeconomic and physiological root causes of chronic absenteeism.

Change for the Coming Year: The district is pivoting its attendance strategy from a reactive, compliance-based model to a proactive, wraparound support model. Moving forward, the implementation of this action will focus heavily on intensive case management that actively addresses systemic barriers. This includes working with families to establish alternative transportation solutions and utilizing our nursing staff earlier in the absence cycle to address localized health barriers before they result in chronic truancy.

Action 4.6 - Parent Involvement [Contributing] (Refinement of Practice): Reflection: Relying solely on traditional, fixed-schedule evening meetings inadvertently created an access barrier for our working-class, Low-Income, and English Learner families due to conflicting shift work and childcare constraints.

Change for the Coming Year: To achieve systemic, broad-based family engagement for our various student groups, school sites will continue to look for unique ways to bring more parents to meetings like we did for Title I Night, which was a great success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mental Health and School Culture and Climate	Mental Health: Maintain staff for mental health services and academic counseling services. Maintain Behavioral Support Assistants to provide extra support for mental health services. Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE	$549,538.78	No

Action #	Title	Description	Total Funds	Contributing
		The 2023 California School Dashboard indicated that our district's Suspension Rate fell into the Orange performance tier, with 3.5% of students suspended at least one day. To directly address this dashboard indicator and improve our overarching school climate, maintaining a safe, supportive, and emotionally healthy campus environment is a top priority for KECSD. To ensure all students have access to the socio-emotional support necessary to thrive academically and behaviorally, the district will provide comprehensive mental health services and proactive school culture initiatives. Our current Dashboard is encouraging as our suspension category is in the Green performance tier, with only 3% being suspended, so we are on the right track with decreasing our suspension rates. Because student well-being is foundational to academic success and reducing suspension rates, this action provides dedicated counseling personnel and mental health resources to support the broad student body. Our comprehensive approach to mental health and school climate includes: As part of a comprehensive needs assessment, KECSD looked into LEA-level Red indicators and found a common need among English Learners, Foster Youth, and Students with Disabilities student groups in the area of suspension. A common need of these subgroups is additional social-emotional support. To meet the needs of English Learners, Foster Youth, and Students with Disabilities and reduce suspension rates, KECSD will implement MTSS/RTI at all sites, providing all students, including English Learners, Foster Youth, and Students with Disabilities with social-emotional learning and mental health support. This will be accomplished through counselors and behavioral support systems that address all students and through the SST process that identifies the needs of the whole child and connects the students with interventions for any academic, behavioral, social-emotional, or mental health needs. To address the Red for Students with Disabilities in Suspension, Lincoln will provide the following: A. Develop Individualized Behavior Plans: Work with the IEP team to develop BPs that address the specific behavioral challenges of each student. These plans should outline strategies for preventing and managing challenging behaviors in the classroom.		

Action #	Title	Description	Total Funds	Contributing
		B. PBIS: Continue to implement and refine our school-wide PBIS program, focusing on promoting positive behaviors and creating a supportive learning environment for all students. This may involve teaching and reinforcing expected behaviors, providing incentives for positive behavior, and using proactive strategies to prevent problem behaviors. C. Functional Behavior Assessment: Conduct FBAs to identify the underlying causes of a student's challenging behavior. This can help determine why the behavior is occurring and inform the development of effective interventions. D. Use Visual Supports: Utilize visual supports, such as visual schedules, behavior charts, and social stories, to help students understand expectations and navigate daily routines more effectively. E. Provide Sensory Supports: For students with sensory processing issues, provide sensory supports in the classroom, such as sensory breaks, fidget tools, and quiet areas, to help them regulate their sensory experiences and reduce stress. F. Collaborate with Families: Involve families in the process by maintaining open communication, sharing information about their child's behavior and progress, and seeking input on strategies that have been effective at home. G. Provide Staff Training: Ensure that all staff members receive training on how to effectively support students with disabilities, including understanding their unique needs, implementing behavior interventions, and de-escalating challenging situations. H. Monitor and Adjust Interventions: Continuously monitor the effectiveness of interventions and make adjustments as needed based on ongoing data collection and analysis. Regularly review and revise behavior plans to ensure they remain relevant and effective. On the 2023 Dashboard, all Students, English Learners, Hispanic, Low-Income, and Students with Disabilities at Rafer Johnson Junior High were red for suspension. A needs assessment revealed a common need among these student groups for increased mentorship. To address this need, Rafer Johnson will establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions.		

Action #	Title	Description	Total Funds	Contributing
		This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-Level EL, FY, and SWD: Suspension School-Level Lincoln Elementary: SWD: Suspension Rafer Johnson: All Students, EL, Hispanic, LI, and SWD: Suspension		
4.2	MTSS and RTI	The current CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Also, 59.4% of our LTELS are making progress on the ELPI. Based on a local needs assessment and a root cause analysis Kingsburg has found that our English learners and low income students encounter significant challenges accessing learning due to a variety of environmental factors impacting their decision-making, behavior, social-emotional and mental health. Also, more collaboration between the special education department and general education was brought up as a need. To address this need the district will provide additional support in the way of a BCBA, as our EL and LI students need early intervention with learning behavior needs to provide support before the achievement gap widens. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond in mainstream contexts. More consistent collaboration between special education teachers and general education teachers will take place, so that general education teachers have specific strategies to support their special education students. The district will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally directed to our most vulnerable students. We will maintain our Board Certified Behavior Analyst (BCBA) to assist our district with assessing our students that have behavioral and emotional disorders,	$919,073.69	Yes

Action #	Title	Description	Total Funds	Contributing
		so we can create an individualized treatment plan, so that each student will be successful. A district Multi-Tiered System of Support (MTSS) is a comprehensive framework designed to address the academic, behavioral, and social-emotional needs of all students through a tiered approach. The design elements of a district MTSS system typically include the following components: 1 Tiered Levels of Support: -Tier 1 - Universal Support: This level includes high-quality, evidence-based instruction and interventions provided to all students within the general education setting. It focuses on preventing academic and behavioral difficulties through effective core instruction and positive behavior supports. -Tier 2 - Targeted Support: Students who require additional support beyond Tier 1 receive targeted interventions and supports. These interventions are more focused and may be provided in small groups or individually, depending on students' needs as identified through data analysis and progress monitoring. -Tier 3 - Intensive Support: Students who continue to struggle despite Tier 1 and Tier 2 interventions receive intensive, individualized interventions. These interventions are highly structured, intensive, and may involve specialized assessments and interventions to meet the specific needs of these students. 2 Screening and Assessment: -Universal Screening: Implement a universal screening process to identify students who may need additional support in academic, behavioral, or social-emotional domains. Screening tools should be reliable, valid, and administered to all students at regular intervals. -Progress Monitoring: Use frequent progress monitoring assessments to assess students' response to interventions and to adjust supports as needed. Progress monitoring data should inform decision-making at each tier of support. 3 Data-Driven Decision Making: -Use a data team or similar collaborative structure to analyze screening and progress monitoring data. -Make informed decisions about the selection, implementation, and effectiveness of interventions based on data collected at each tier.		

Action #	Title	Description	Total Funds	Contributing
		4 Family and Community Engagement: -Involve families and caregivers in the MTSS process by providing information about interventions, progress monitoring, and ways they can support their child's learning and behavior at home. -Establish partnerships with community organizations and resources to enhance support for students and families, especially for those requiring intensive interventions. A multi-tiered approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented as part of the academic component of MTSS. RTI: Primarily focuses on academic interventions, particularly in the areas of reading, math, and sometimes behavior. RTI: Generally focuses more narrowly on academic interventions to improve student achievement. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The district will assist in providing supplemental resources and materials when a need is determined to be impacting a student's academic achievement. For example, a student needing reading fluency support, an additional reading fluency program could be purchased to remedy this problem. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to EL and LI students who need additional services, since these students lack the needed access to behavior supports they need to further engage in learning. The EL and LI students will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of EL and LI students. Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure EL and LI students get help that they may not otherwise access promptly within their general education setting.		

Action #	Title	Description	Total Funds	Contributing
		Though this action is principally directed to meet the academic and behavioral needs of our Low-Income, Foster Youth, and English Learners, we expect that all students will benefit from this systemic approach, and it will be provided on an LEA-wide basis. We expect that the implementation of these robust MTSS and RTI frameworks will result in a measurable decrease in our Suspension Rate on the CA Dashboard, as well as a decrease in the Distance from Standard on statewide ELA and Math assessments for our Low-Income and English Learner subgroups. Progress will be monitored using state Dashboard indicators and local diagnostic assessment data.		
4.3	Learning Directors	The current CA Dashboard indicates that our Low-Income students had more suspensions as compared to our All-Student group. A child's regular attendance at school sets the stage for academic success and graduation. According to the California Dashboard for Suspension Rate, the district's EL students decreased more than the ALL-student group decreased. LI decreased too, but saw less decreases than the ALL-student group. To see continued decreases in suspensions, Kingsburg will provide additional administrative staff to implement proactive behavior management strategies and Positive Behavior Intervention Systems, (PBIS) tailored to the needs of LI and EL students. These strategies may include positive behavior interventions, restorative practices, and culturally responsive approaches that foster a supportive learning environment, which will in turn help to close their achievement gaps. Our learning directors will facilitate SEL programs to develop students' social skills, emotional regulation, and conflict resolution abilities, addressing behavioral barriers that impede academic progress. To assist with this poor behavior choices and to reduce suspension, and also provide for the academic needs of our students, our district will maintain their learning directors, and each school site will implement the PBIS model and move from a punitive model to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.	$612,047.44	Yes

Action #	Title	Description	Total Funds	Contributing
		The implementation of PBIS is designed to decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports EL and LI students, and creates a systematic approach and framework where these students can be successful. The attributes of PBIS include the following: Tailored Interventions: Use data to develop targeted interventions that address the specific behavioral challenges faced by LI, FY, and EL students. Targeted Interventions (Tier 2): Provide small group interventions for students who need additional support, such as social skills training or academic support groups, particularly for LI and EL students. Safe and Supportive Environment: Create a school environment that is safe, welcoming, and supportive for all students, particularly those who are LI and EL. Recognition and Rewards: Implement systems to recognize and reward positive behavior, ensuring that rewards are meaningful and accessible to LI and EL students. The Learning Directors, counselors, BSAs, BCBA and other members of the pupil services department will provide extra support principally directed toward the district's EL and Low-income subgroups, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners Distance will see a decrease on the California School Dashboard in suspension rates as compared to the All student group.		
4.4	Attendance	School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk of dropping out of school and widening achievement gaps.	$320,568.38	No

Action #	Title	Description	Total Funds	Contributing
		A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits. With the support of SARB and The Home Team, according to the current California Dashboard, the LI subgroup was in the "Blue" level, and the EL subgroup was in the "Blue" level, as per the current CA School Dashboard. Foster Youth had no performance color due to fewer than 11 students. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.		
4.5	Health Aides and (District Nurse-80.15% S&C)	The current CA Dashboard indicates that our Low-Income have higher chronic absenteeism rates as compared to our All-Student group. Foster Youth had no performance color due to fewer than 11 students. We conducted a root cause analysis and determined a root cause of the higher chronic absenteeism for the Low-Income and Foster Youth groups as compared to all students, was that students and/or parents don't realize the financial impact it has on the the funds available to support their children in school. Another root cause is that parents don't realize they can actually request with the doctor's office on what time their child's appointment is scheduled and thus take the child to the doctor or clinic after school hours. Another root cause is that parents don't understand what chronic absenteeism is, how it is calculated, how to make up days, etc. One final root cause is that students are dealing with physical and emotional issues. All of these root causes can be addressed by health aides by being instructed to follow up with absences at a certain point. Our liaisons will work in collaboration with health aides to support our families, and connect them with services to support our students.	$356,528.95	Yes

Action #	Title	Description	Total Funds	Contributing
		Our experience and the outcome of conducting a needs assessment indicate that students with chronic absences due to medical appointments, health issues, or other concerns could benefit from additional school based health services because not attending school has a direct impact on their learning. Students that have a higher rate of sick day absences due to physical or emotional issues will have these needs met by the district providing additional health aide and a district nurse. We expect that additional health support to provide the individual medical care by health aides and a district nurse to help these students stay healthy, which in return will have them in class on a more consistent basis, therefore helping to expedite the closing of achievement gaps, and improve attendance rates. The district will provide health aides at each site, and additional district nurse time to enhance the overall well being of our students, which in turn will increase the attendance rates for our students. The School Nurse will have additional time to supervise additional health aides. By increasing the number of health aides, the school nurse would have more time to identify students with chronic health conditions that are missing school. The school nurse will help case manage those students, thus improving chronic absentee rates in the district. The main design elements of this service include the following: 1. Individual Health Plans: Develop individualized health plans in collaboration with families and educators for FY and LI students. These plans will address specific health needs and conditions, such as asthma management, dietary restrictions, or mental health support, to promote regular school attendance and overall well-being. 2. Family and Community Engagement: Strengthen relationships with FY, and LI families through regular communication and collaboration on health-related matters. Encourage family involvement in healthcare decisions and promote a shared responsibility for student well-being and attendance. Though this action is principally directed to meet the needs of our Low-Income and Foster Youth we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.		

Action #	Title	Description	Total Funds	Contributing
		We expect to see a decrease in chronic absenteeism for the district's LI and FY population.		
4.6	Parent Involvement	The current CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Our experience and the outcome of conducting a root cause analysis indicate that these students would benefit from having parents that are trained in how to support their children at home with their academics. Our needs assessment identified a need for additional opportunities for parents to engage and participate in their children's school activities. In our experience, LI parents in the district have multiple jobs and work all hours of the day. EL parents have the same challenges and also have the language barriers to deal with. In our experience, parents that are actively involved in the school are associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. As a result of the District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their students at home. The district will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement. 1. Provide bilingual staff and translators at all parent meetings and events to ensure clear communication and understanding, enabling non-English speaking parents to share their input and express their needs effectively. 2. Multilingual Materials: Distribute all communication materials, including invitations, newsletters, and informational handouts, in multiple languages to ensure parents receive and comprehend important information about their child's education. 3. Multiple Meeting Times: Schedule parent meetings and events at various times, including evenings, to accommodate parents' diverse work schedules and availability.	$59,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Virtual Participation Options: Offer virtual meeting options using video conferencing tools to allow parents to participate remotely if they are unable to attend in person due to time constraints or other commitments. 5. Childcare Services: Provide on-site childcare during parent meetings and events, allowing parents to attend without worrying about finding care for their children. 6. Family Meals: Offer family meals or snacks at events scheduled around meal times, reducing the burden on parents who need to feed their children dinner and creating a welcoming, inclusive atmosphere. 7. Parent Liaisons: Employ dedicated parent liaisons who can conduct targeted outreach to LI and EL families, building trust and encouraging their active involvement in school activities. 8. Community Partnerships: Collaborate with local community organizations to offer additional support services such as parenting workshops, health clinics, and financial literacy classes that address the broader needs of LI and EL families, empowering them to participate more fully in their children's education. 9. Parent Education Programs: Implement educational programs for parents that focus on navigating the school system, understanding academic expectations, and supporting their children's learning at home. 10. Leadership Opportunities: Create leadership opportunities for parents through advisory committees and parent councils, encouraging them to take an active role in school decision-making processes and fostering a sense of ownership and empowerment. The ability to communicate in English will enable non-English speaking parents to share their input and express their needs more effectively at school functions. The district will address this concern with the implementation of a series of parenting classes. We have partnered with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation. The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested in DELAC meetings) will be provided to ease the		

Action #	Title	Description	Total Funds	Contributing
		stress of families after the regular workday for district events. Light meals or snacks may be provided during parent meeting/events so they can stay engaged and attentive, to encourage parent participation and maximize the time devoted to focus on the goals of the meeting/event, to alleviate some of the stress and time constraints faced by parents related to needing to prepare meals for their family, and to allow them to focus more on how they can support their students at home. The district will also continue the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Fathers established this program to provide positive role models for students, build partnerships and enhance safety. The district believes increased parent/caregiver interaction builds confidence in both students and their families and will impact their overall health and well-being, and decision making skills. 1. Cultural and Linguistic Representation: Efforts will be made to ensure that father figures from diverse cultural and linguistic backgrounds participate, providing EL students with role models who share similar cultural experiences and languages. 2. Safety Patrols: Incorporate father figures into school safety patrols, where they can help monitor school grounds, assist with student transitions, and contribute to a secure and welcoming school environment. 3. Inclusive Communication: Ensure all communication about the program is available in multiple languages and accessible formats, encouraging greater participation from non-English speaking families. Raising Highly Capable Kids (RHCK) is an evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The goal of RHCK is to increase parents' knowledge and skill level of the 40 Developmental Assets, which are proven to increase childhood resiliency and academic achievement.		

Action #	Title	Description	Total Funds	Contributing
		1. Multilingual Resources: Provide program materials, workshops, and communication in multiple languages to ensure that non-English speaking parents can fully participate and benefit from the program. 2. Childcare Services: Provide on-site childcare during RHCK sessions, allowing parents to focus on the program without worrying about their children's care. 3. Family Meals: Offer meals or snacks during sessions, especially for evening programs, to make it easier for families to attend without having to manage dinner preparation. 4. Skill-Building Workshops: Conduct hands-on workshops that focus on practical parenting skills, tailored to the unique challenges faced by LI, FY, and EL families, such as managing stress, fostering resilience, and supporting academic success. 5. Peer Support Networks: Create opportunities for parents to connect with each other, share experiences, and build supportive networks that reinforce the principles of the RHCK program. 6. Access to Additional Resources: Provide information and referrals to additional community resources and services, such as mental health support, financial assistance, and educational programs, to address the broader needs of LI, FY, and EL families. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income, and English Learners Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. We expect that our local indicators for priority 3 will remain high.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, KECSD will provide a positive, safe, and welcoming school climate for the students at Island Community Day School as measured by an increase of 5% in our local attendance data (P2 report) for all students, alongside providing comprehensive mental health, physical education, and academic recovery supports.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

KECSD conducted a needs assessment including educational partner engagement with the staff at Island Community Day School and a parent and family survey. Through the educational partner feedback specific to Island Community Day School, KECSD realizes how important it is to reach our students that have had disciplinary and academic challenges in the past. In an effort to help these students become the best version of themselves, our district recognizes the need for consistent school attendance and to feel as though they are part of a warm and welcoming school community in order for them to succeed. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, increase in academic success and building positive relationships. Since our students at this site have a 87.31% average daily attendance rate, our district has decided to continue to concentrate on this area after consulting with the school's educational partners. It is believed that this will also help improve the suspension rate at the site. Currently, these severe behavioral challenges are reflected in a disproportionately high suspension rate, with 50% of the site's students having been suspended for at least one day. This goal is focused on Island Community Day School. Due to the size of the student population at Island Community Day School, subgroup data is not reportable. Therefore this goal will focus on decreased absenteeism for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rates: Island Community Day School	Data Year: 2023 Data Source: CA Dashboard 50%	Data Year: 2024 Data Source: CA Dashboard 50%	Data Year: 2025 Data Source: CA Dashboard N/A	45%	N/A
5.2	Suspension Rate: Island Community Day School	Data Year: 2023	Data Year: 2024	Data Year: 2025	45%	An increase of 35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 15%	Data Source: CA Dashboard 33.3%	Data Source: CA Dashboard 50%		
5.3	Local Attendance Rates: Island Community Day School		Data Year: 2024 Data Source: P2 87.71%	Data Year: 2025 Data Source: P2 87.31%	90%	Decrease of .40%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, the implementation of Goal Five was singularly focused on deploying specialized Equity Multiplier funds to support the unique, at-risk student population at Island Community Day School. Because this site serves students with severe past disciplinary and attendance barriers, highlighted by a baseline reality where 50% of the students had been suspended at least one day, the district executed a single, highly integrated action designed to completely revitalize the campus environment. The core implementation strategy relied on using physical activity and structured play as a gateway to improve mental health, academic focus, and overall daily attendance as measured by our P2 data.

Implementation: The district successfully procured and installed updated, engaging Physical Education (PE) facilities and specialized equipment at the Island Community Day School campus. Site administration and staff purposefully integrated these new physical activities into the daily master schedule. Drawing on CDC and NIH research, these PE blocks were utilized not merely as recreation, but as structured, therapeutic interventions to teach emotional regulation, improve cognitive focus, and provide a healthy outlet for students to process trauma and excess energy.

Successes: The addition of the new PE facilities served as a massive, tangible motivator for our students, directly contributing to stabilized daily attendance rates (as monitored via local P2 reporting). Furthermore, providing students with a structured, highly active physical outlet successfully reduced in-class restlessness and localized behavioral disruptions. Staff utilized the PE environment to proactively model sportsmanship and restorative conflict resolution, which successfully prevented several minor peer disputes from escalating into suspendable offenses.

Challenges: Implementing a robust, highly active PE program for a student population prone to severe behavioral dysregulation presented immediate operational challenges. In the fall semester, competitive physical activities frequently triggered peer-to-peer conflicts. To maintain a safe climate and ensure the new equipment was used effectively, the site had to deploy an "all-hands-on-deck" approach. Administrators

and mental health support staff had to actively push into the PE blocks to maintain extremely low adult-to-student ratios, allowing them to immediately mediate disputes and teach necessary self-regulation skills in real-time.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Five supported the progress toward meeting the goal of providing a positive, safe and welcoming school climate for the students at Island Community Day School as measured by an increase in daily attendance by 3% for all students.
Students will be able to attend school on a consistent basis due to the safe and welcoming environment provided at Island Community Day School.
Action 5.1 - Mental Health, School Culture, Academics, Climate & Physical Education:
Implementation Status: 5 - Full Implementation and Sustainability.
KECSD has committed to providing a more welcoming environment at Island, combined with outdoor areas which will provide for more ways to conduct physical fitness for their EL, LI, and FY students. There were no substantive differences in the planned action compared to the actual implementation.

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

The District spent more than what was projected in order to increase the attendance rates for students attending Island Community Day School. More appealing equipment was purchased and a new sports area was poured to increase the physical activity which ties directly to mental health.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Five helped make progress towards the LEA's goal: By 2027, KECSD will provide a positive, safe, and welcoming school climate for the students at Island Community Day School as measured by an increase of 5% in our local attendance data (P2 report) for all students, alongside providing comprehensive mental health, physical education, and academic recovery supports.
Action(s): Action 1: Mental Health, School Culture, Academics, Climate & Physical Education
Effectiveness of Action(s): Somewhat Effective
Metric(s): Local Attendance Rates
1. All students remained at 87%
KECSD maintained progress towards maintaining our attendance rates as indicated on our P2 Local Attendance Rates.
1. 87.31% Average Daily Attendance
KECSD acknowledges that sustainable change in attendance rates will take multiple years, particularly given the intensive needs of the students served. With continued implementation and refinement of supports, we anticipate that the daily attendance rate will begin to increase over time as student trust, connectedness, and consistency improve. Despite the local attendance rate remaining at 87%, we

consider this action somewhat effective based on a comprehensive review of both educational partner input and the contextual challenges facing this student population. The student population at Island Community Day School represents a uniquely high-needs group, including students with histories of truancy, disciplinary placement, and social-emotional challenges. Maintaining the rate at 87%, rather than seeing an decrease, is itself a sign of stabilization and progress in an environment where absenteeism has historically been difficult to address.

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

Based on an ongoing analysis of our local P2 attendance data, behavioral metrics, and a comprehensive reflection on the first-year implementation of our Equity Multiplier initiatives, KECSD has determined that the broad intent of Goal 5 and its target outcomes remain absolutely critical to the rehabilitation of the students at Island Community Day School. Therefore, the overarching goal and its established metrics, specifically targeting a 3% increase in local P2 attendance data and a significant reduction in the baseline 50% suspension rate, will remain unchanged for the coming year.

However, reflecting on the localized implementation challenges and the "Somewhat Effective" rating identified during our annual review, the district is making the following strategic and operational refinements to Action 5.1 (Mental Health, School Culture, Academics, Climate & Physical Education) to ensure maximum impact in the upcoming school year: Action 5.1 - Instructional Refinement (Structured Cooperative Play):

Reflection: While the introduction of new physical activities successfully motivated students to attend school, our reflection on practice revealed that unstructured or highly competitive physical activities frequently triggered severe peer-to-peer conflicts among this dysregulated student population, requiring intense, reactive adult mediation to prevent suspendable offenses.

Change for the Coming Year: To directly combat the site's high suspension rate, the instructional delivery of the PE blocks will be fundamentally restructured. Site staff and mental health personnel will utilize the new equipment to facilitate highly structured, cooperative physical activities. These blocks will actively embed socio-emotional learning (SEL) and restorative justice practices directly into the gameplay. By explicitly teaching emotional regulation, teamwork, and peer-to-peer conflict resolution through guided physical activity, the district aims to proactively neutralize behavioral triggers before they escalate, thereby maximizing instructional seat time and sustaining the positive upward trend in our P2 attendance data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health, School Culture,	The current CA School Dashboard indicates a critical need for behavioral and engagement interventions at Island Community Day School, with 50% of the students having been suspended for at least one day. Furthermore,	$51,697.00	No

Action #	Title	Description	Total Funds	Contributing
	Academics, Climate & Physical Education	because standard chronic absenteeism metrics often skew the data for highly transient alternative environments, the district relies on local attendance data via the P2 (Second Principal Apportionment) report to accurately measure real-time student engagement. Since the students attending Island Community Day School have had severe past disciplinary, attendance, and/or academic issues, our district recognizes the absolute importance of consistent daily attendance. These students must be present to receive the intensive instruction and systemic restorative support they require to complete their program and successfully return to their home school. Input from educational partners through our local needs assessment indicates that motivation to attend school consistently, and engage positively with peers, can be significantly increased by providing a more dynamic, physically engaging learning and social environment. To directly address these behavioral and attendance barriers, KECSD will utilize Equity Multiplier funding to develop updated Physical Education (PE) facilities and procure specialized equipment at Island Community Day School. Completed Enhancements: We poured the basketball/pickleball area, purchased the basketball hoop, pickleball equipment, striped the area, purchased other PE equipment, purchased storage chests for the equipment, t-shirts, sweaters, increased the playing area with fencing, and purchased a windscreen. Planned Enhancements (2026-27 and beyond): Moving forward, the district will continue to build on this progress to maximize student engagement. Planned physical environment upgrades include: raised garden beds, and outdoor workout equipment. We will also procure additional PE equipment, such as volleyball, soccer, bowling sets, etc. To further foster a strong school culture, academic engagement, and mental health, future funding will support the addition of mental health calming corner supplies, sensory lighting, modular furniture, interactive touchscreen TVs, and school-branded clothing and signs to increase students' sense of belonging. Additionally, we plan to integrate hands-on learning tools like a 3D printer. This action is rooted in evidence-based research: Attendance and Behavior (CDC): According to the CDC (cdc.gov), students who are physically active tend to have better school attendance,		

Action #	Title	Description	Total Funds	Contributing
		as well as better grades, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). Academic Achievement (NIH): According to the National Institutes of Health (NIH), students who engage in physically active lessons, on average, improved their academic achievement by 6 percent. By adding these specialized PE facilities and equipment, KECSD will foster greater motivation to attend school, increase physical activity while students are on campus, and provide a structured, healthy outlet for emotional regulation. We expect this intervention will directly aid in decreasing the behavioral incidents that lead to our 50% suspension rate, while simultaneously driving a measurable 3% increase in daily attendance as tracked by our local P2 reporting.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,195,705	$628,701

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
25.047%	4.227%	$1,022,236.02	29.274%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Closing the Achievement Gap **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.

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
1.3	**Action:** Transportation **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
2.1	**Action:** Preservice Days for Classified and Certificated Staff **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
2.2	**Action:** Academic Coaches and Training for Staff **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
2.3	**Action:** Professional Development **Need:** See action language for applicable description.	See action language for applicable description.	See action language for applicable description.

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		
2.6	**Action:** Summer Programs **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
2.7	**Action:** Paraprofessionals **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
2.8	**Action:** Intervention and (After-School Intervention), Enrichment Programs and Teacher Training **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
3.1	**Action:** Technology/21st Century Learning	See action language for applicable description.	See action language for applicable description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: See action language for applicable description. **Scope:** LEA-wide		
4.2	**Action:** MTSS and RTI **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
4.3	**Action:** Learning Directors **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.
4.5	**Action:** Health Aides and (District Nurse-80.15% S&C) **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.

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
4.6	**Action:** Parent Involvement **Need:** See action language for applicable description. **Scope:** LEA-wide	See action language for applicable description.	See action language for applicable description.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Interpreters EL **Need:** See action language for applicable description. **Scope:** Limited to Unduplicated Student Group(s)	See action language for applicable description.	See action language for applicable description.
2.5	**Action:** Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs **Need:** See action language for applicable description.	See action language for applicable description.	See action language for applicable description.

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

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

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.

All of the school sites in KECSD have a high concentration (over 55%) of foster youth, English learners, and low-income students. Paraprofessionals will be provided to each of our sites to provide extra support and mental health services to our students. The additional concentration money will be used for two academic coach/intervention teachers that will work specifically with our TK-K and 1st grade level. Our CTE teacher works with our students at Rafer Johnson Jr. High.

Goal and Action Numbers in the LCAP that KECSD is implementing to provide direct services to students at schools with an enrollment of EL, FY, and/or LI students that is greater than 55%:
LCAP Goal 2.2: Academic Coaches
LCAP Goal 2.7: Paraprofessionals to provide targeted instructional support LEA-wide.
LCAP Goal 2.8: CTE Instructor

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	NA	NA

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 certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$24,735,907	$6,195,705	25.047%	4.227%	29.274%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,802,475.42	$10,110,143.26	$60,523.21	$1,751,600.38	$40,724,742.27	$32,458,990.14	$8,265,752.13

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	Closing the Achievement Gap	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$2,506,300.52	$1,644,083.87	$840,744.31		$21,472.34	$2,506,300.52	0%
1	1.2	Supervisor of Operations	All	No			All Schools	2024-2027	$145,855.31	$0.00	$145,855.31				$145,855.31	
1	1.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$724,533.71	$646,834.23	$77,199.48		$500.00	$724,533.71	0%
1	1.4	Staffing	All	No			All Schools	2024-2027	$12,907,720.10	$0.00	$12,907,720.10				$12,907,720.10	
1	1.5	Special Education	All	No			All Schools	2024-2027	$3,397,407.34	$33,571.03	$201,613.14	$2,235,362.49		$994,002.74	$3,430,978.37	
1	1.6	Basic Services	All	No			All Schools	2024-2027	$2,935,020.86	$0.00	$2,189,825.00	$743,353.65		$1,842.21	$2,935,020.86	
1	1.7	Facilities	All	No			All Schools	2024-2027	$3,443,721.03	$2,182,879.15	$5,471,628.77	$154,971.41			$5,626,600.18	
1	1.8	Preschool	All	No			All Schools	2024-2027	$522,130.50	$83,474.50		$605,605.00			$605,605.00	
1	1.9	Lunch Program	All	No			All Schools	2024-2027	$894,983.95	$785,241.40		$1,680,225.35			$1,680,225.35	
2	2.1	Preservice Days for Classified and Certificated Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$201,774.80	$15,000.00	$216,774.80				$216,774.80	0%
2	2.2	Academic Coaches and Training for Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,114,315.75	$0.00	$634,761.75	$479,554.00			$1,114,315.75	0%
2	2.3	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$102,570.60	$900,112.79	$744,045.00	$212,056.00		$46,582.39	$1,002,683.39	0%
2	2.4	Interpreters EL	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-2027	$22,677.66	$0.00	$18,755.43			$3,922.23	$22,677.66	0%

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
					cated Student Group(s)											
2	2.5	Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$616,625.90	$24,884.29	$467,986.45	$96,065.40		$77,458.34	$641,510.19	0%
2	2.6	Summer Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$697,191.32	$131,180.00	$262,884.00	$541,392.08		$24,095.24	$828,371.32	0%
2	2.7	Paraprofessionals	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,067,374.00	$0.00	$648,622.69	$2,729.20	$4,456.24	$411,565.87	$1,067,374.00	0%
2	2.8	Intervention and (After-School Intervention), Enrichment Programs and Teacher Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,763,188.50	$213,732.90	$840,905.04	$1,079,949.39	$56,066.97		$1,976,921.40	0%
2	2.9	Teacher Induction Program	All	No			All Schools	2024-2027	$85,000.00	$0.00	$85,000.00				$85,000.00	
3	3.1	Technology/21st Century Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$337,320.12	$281,528.95	$55,791.17			$337,320.12	0%
4	4.1	Mental Health and School Culture and Climate	All	No			All Schools	2024-2027	$508,664.06	$40,874.72	$231,962.40	$276,701.66		$40,874.72	$549,538.78	
4	4.2	MTSS and RTI	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$799,073.69	$120,000.00	$145,379.36	$773,315.93		$378.40	$919,073.69	0%
4	4.3	Learning Directors	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$562,047.44	$50,000.00	$558,825.49			$53,221.95	$612,047.44	0%
4	4.4	Attendance	All	No			All Schools	2024-2027	$320,568.38	$0.00	$69,174.58	$182,209.85		$69,183.95	$320,568.38	
4	4.5	Health Aides and (District Nurse-80.15% S&C)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$345,578.95	$10,950.00	$344,309.06	$11,219.89		$1,000.00	$356,528.95	0%
4	4.6	Parent Involvement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$5,500.00	$54,000.00	$44,000.00	$10,000.00		$5,500.00	$59,500.00	0%
5	5.1	Mental Health, School Culture, Academics, Climate & Physical Education	All	No			Specific Schools: Island Community Day School 4-8	2024-2027	$0.00	$51,697.00		$51,697.00			$51,697.00	

2026-27 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
$24,735,907	$6,195,705	25.047%	4.227%	29.274%	$7,499,696.12	0.000%	30.319 %	**Total:**	$7,499,696.12
								LEA-wide Total:	$7,012,954.24
								Limited Total:	$486,741.88
								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	Closing the Achievement Gap	Yes	LEA-wide	Low Income	All Schools	$1,644,083.87	0%
1	1.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$646,834.23	0%
2	2.1	Preservice Days for Classified and Certificated Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$216,774.80	0%
2	2.2	Academic Coaches and Training for Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$634,761.75	0%
2	2.3	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$744,045.00	0%
2	2.4	Interpreters EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,755.43	0%
2	2.5	Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$467,986.45	0%

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	2.6	Summer Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$262,884.00	0%
2	2.7	Paraprofessionals	Yes	LEA-wide	English Learners Low Income	All Schools	$648,622.69	0%
2	2.8	Intervention and (After-School Intervention), Enrichment Programs and Teacher Training	Yes	LEA-wide	English Learners Low Income	All Schools	$840,905.04	0%
3	3.1	Technology/21st Century Learning	Yes	LEA-wide	Low Income	All Schools	$281,528.95	0%
4	4.2	MTSS and RTI	Yes	LEA-wide	English Learners Low Income	All Schools	$145,379.36	0%
4	4.3	Learning Directors	Yes	LEA-wide	English Learners Low Income	All Schools	$558,825.49	0%
4	4.5	Health Aides and (District Nurse-80.15% S&C)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$344,309.06	0%
4	4.6	Parent Involvement	Yes	LEA-wide	English Learners Low Income	All Schools	$44,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$40,140,181.82	$36,184,502.07

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**	Closing the Achievement Gap	Yes	$1,982,762.25	$1,000,695.90
1	**1.2**	Supervisor of Operations	No	$142,117.03	$130,179.76
1	**1.3**	Transportation	Yes	$660,357.01	$660,357.01
1	**1.4**	Staffing	No	$12,844,750.38	$12,844,750.38
1	**1.5**	Special Education	No	$3,197,910.65	$3,129,106.26
1	**1.6**	Basic Services	No	$3,184,450.80	$1,758,413
1	**1.7**	Facilities	No	$5,676,997.16	$5,507,045.62
1	**1.8**	Preschool	No	$605,605.00	$544,938.37
1	**1.9**	Lunch Program	No	$1,688,577.35	$1,528,346.50
2	**2.1**	Preservice Days for Classified and Certificated Staff	Yes	$216,815.80	$204,470.93
2	**2.2**	Academic Coaches and Training for Staff	Yes	$1,453,445.10	$978,355.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Professional Development	Yes	$969,710.39	$725,930.12
2	2.4	Interpreters EL	Yes	$34,813.85	$669.83
2	2.5	Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs	Yes	$602,702.12	$597,022.45
2	2.6	Summer Programs	Yes	$558,866.49	$489,219.46
2	2.7	Paraprofessionals	Yes	$1,162,990.37	$1,024,918.73
2	2.8	Intervention and (After-School Intervention), Enrichment Programs and Teacher Training	Yes	$2,058,866.87	$1,855,012.51
2	2.9	Teacher Induction Program	No	$80,904.50	$92,904.50
3	3.1	Technology/21st Century Learning	Yes	$334,696.32	$354,182.12
4	4.1	Mental Health and School Culture and Climate	No	$531,286.35	$527,378.85
4	4.2	MTSS and RTI	Yes	$780,762.40	$937,923.30
4	4.3	Learning Directors	Yes	$536,274.86	$534,853.31
4	4.4	Attendance	No	$384,032.29	$307,068.30
4	4.5	Health Aides and (District Nurse-80.15% S&C)	Yes	$344,219.09	$340,312.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Parent Involvement	Yes	$55,732.39	$48,912.11
5	**5.1**	Mental Health, School Culture, Academics, Climate & Physical Education	No	$50,535.00	$61,535.49

2025-26 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)
$6,083,049	$7,513,103.84	$6,447,646.08	$1,065,457.76	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Closing the Achievement Gap	Yes	$1,579,110.32	$651,468.90	0%	
1	1.3	Transportation	Yes	$641,657.53	$641,657.26	0%	
2	2.1	Preservice Days for Classified and Certificated Staff	Yes	$216,815.80	$204,470.93	0%	
2	2.2	Academic Coaches and Training for Staff	Yes	$620,050.10	620,050.10	0%	
2	2.3	Professional Development	Yes	$711,072.00	$650,053.12	0%	
2	2.4	Interpreters EL	Yes	$32,518.96	$669.83	0%	
2	2.5	Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs	Yes	$440,391.48	$550,086.23	0%	
2	2.6	Summer Programs	Yes	$267,884.00	$225,456.54	0%	
2	2.7	Paraprofessionals	Yes	$714,786.14	$725,506.82	0%	
2	2.8	Intervention and (After-School Intervention), Enrichment Programs and Teacher Training	Yes	$981,750.00	$867,344.38	0%	
3	3.1	Technology/21st Century Learning	Yes	$297,350.00	$320,182.12	0%	

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)
4	**4.2**	MTSS and RTI	Yes	$134,826.30	$134,826.42	0%	
4	**4.3**	Learning Directors	Yes	$490,172.12	$490,172.12	0%	
4	**4.5**	Health Aides and (District Nurse-80.15% S&C)	Yes	$343,219.09	$316,789.20	0%	
4	**4.6**	Parent Involvement	Yes	$41,500.00	$48,912.11	0%	

2025-26 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)
$24,186,137	$6,083,049	5.734%	30.885%	$6,447,646.08	0.000%	26.658%	$1,022,236.02	4.227%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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