

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ceres Unified School District

CDS Code: 50-71043-0000000

School Year: 2026-27

LEA contact information:

Paul Rutishauser, Ed.D.

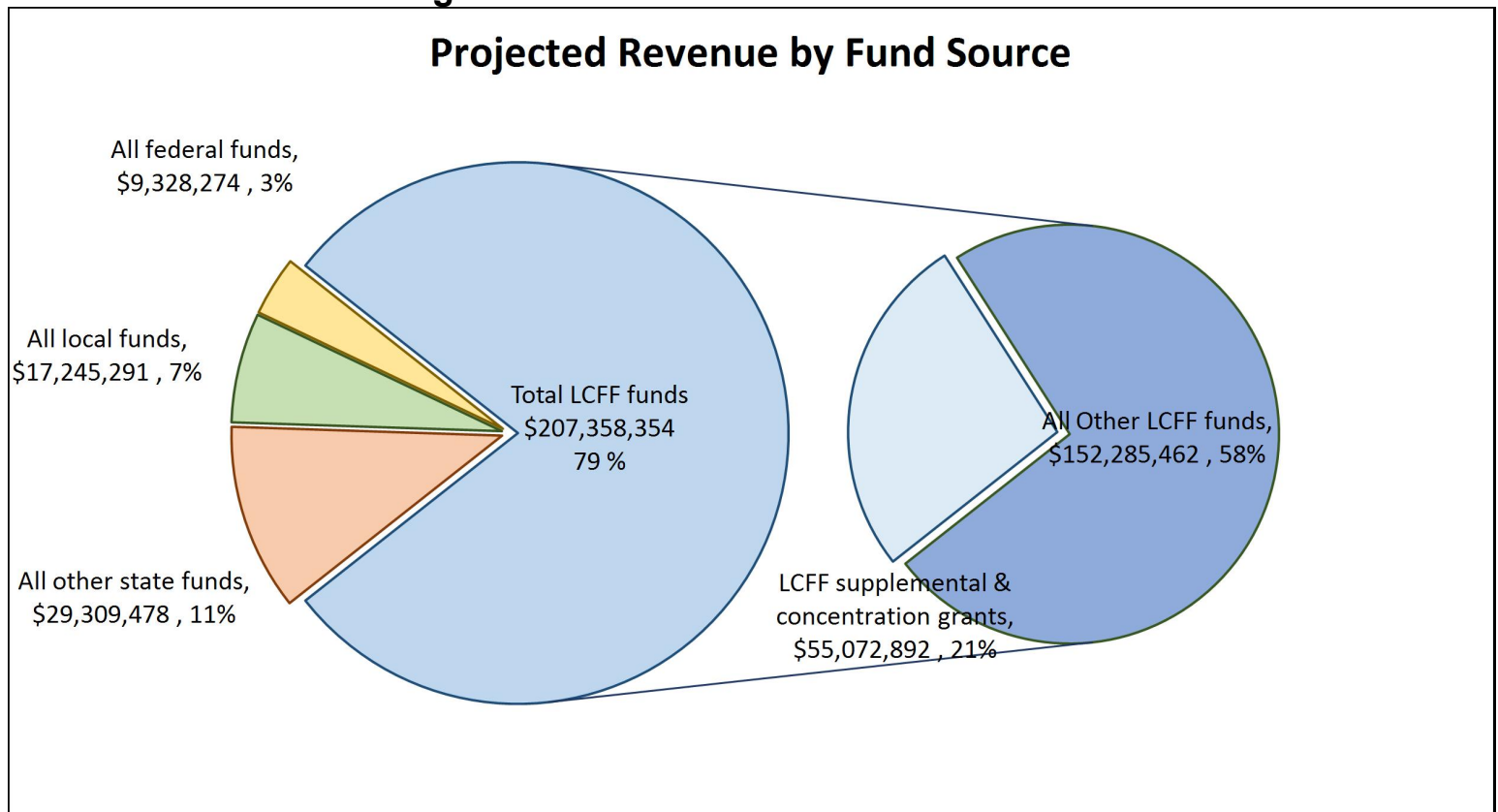
Assistant Superintendent

prutishauser@ceres.k12.ca.us

209-556-1520

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

Budget Overview for the 2026-27 School Year

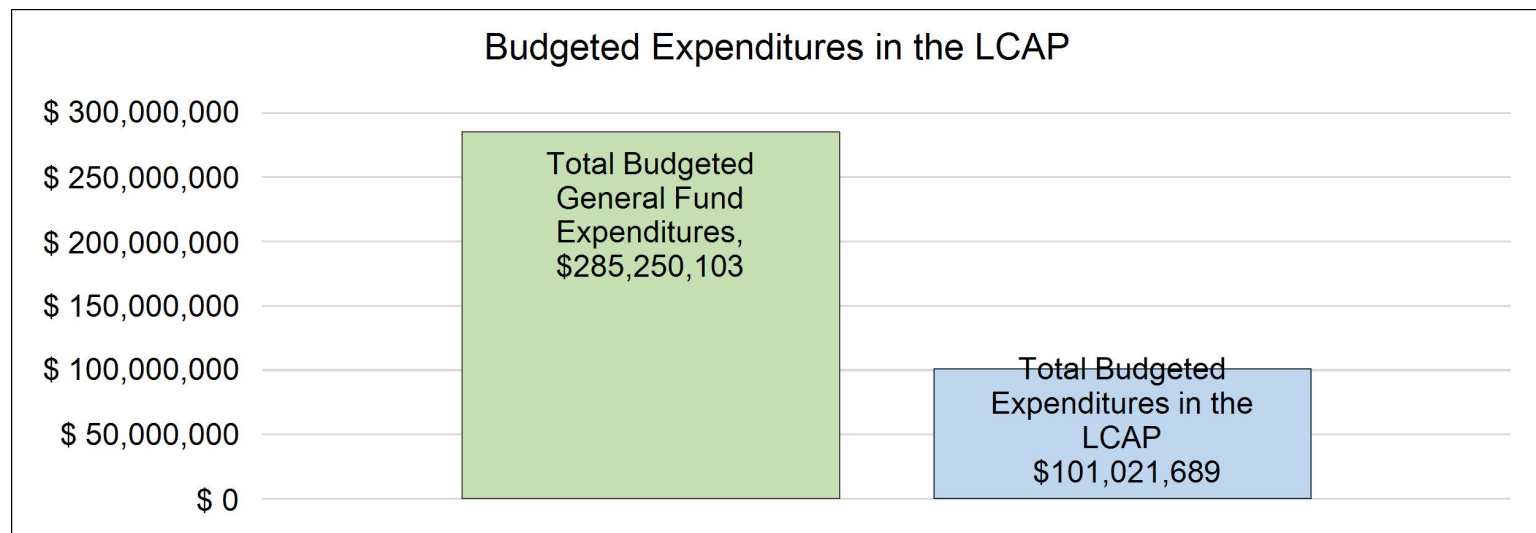


This chart shows the total general purpose revenue Ceres Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ceres Unified School District is \$263,241,397, of which \$207,358,354 is Local Control Funding Formula (LCFF), \$29,309,478 is other state funds, \$17,245,291 is local funds, and \$9,328,274 is federal funds. Of the \$207,358,354 in LCFF Funds, \$55,072,892 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ceres Unified School District plans to spend for 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: Ceres Unified School District plans to spend \$285,250,103 for the 2026-27 school year. Of that amount, \$101,021,689 is tied to actions/services in the LCAP and \$184,228,414 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

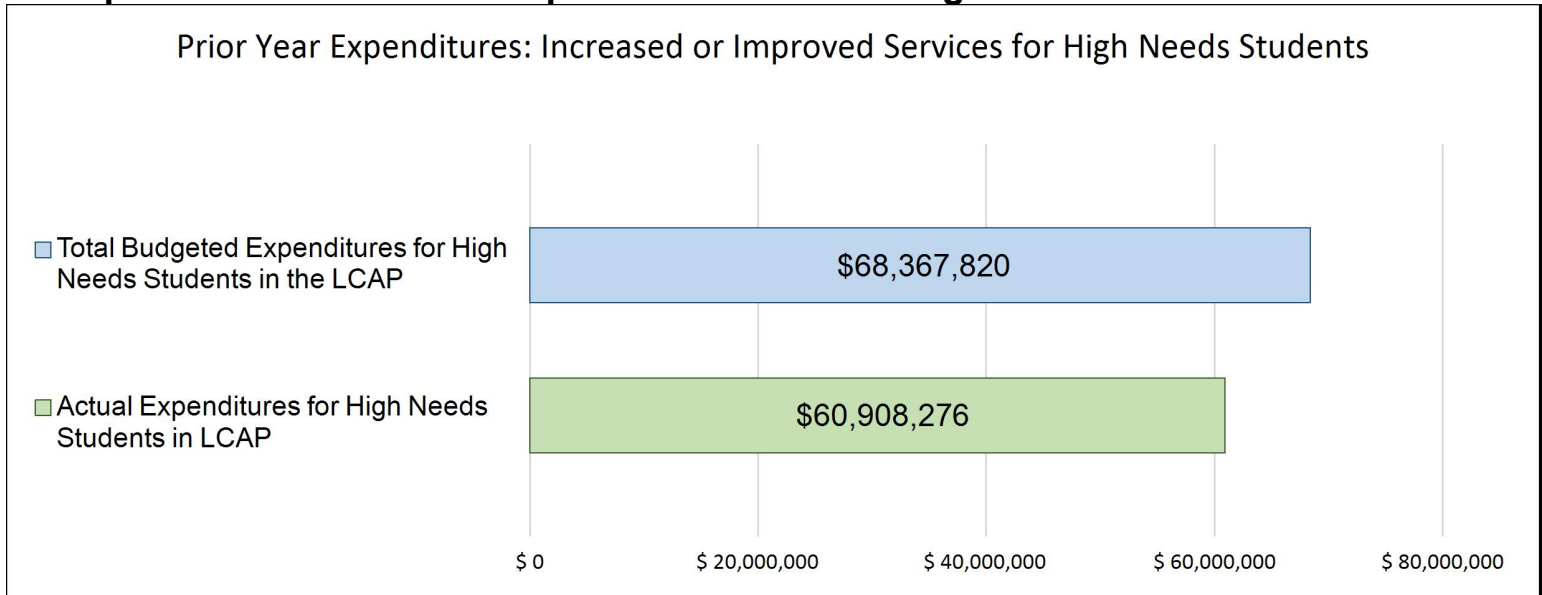
General Fund expenditures not included in the LCAP are allocated to necessary operating costs, including overhead, operations, maintenance, transportation, and special education.

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

In 2026-27, Ceres Unified School District is projecting it will receive \$55,072,892 based on the enrollment of Foster Youth, English learner, and low-income students. Ceres Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ceres Unified School District plans to spend \$62,497,427 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 Ceres Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ceres Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ceres Unified School District's LCAP budgeted \$68,367,820 for planned actions to increase or improve services for high needs students. Ceres Unified School District actually spent \$60,908,276 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$7,459,544 had the following impact on Ceres Unified School District's ability to increase or improve services for high needs students:

All actions and services were implemented as planned for 2025-26, despite the actual expenditures falling below the budgeted amount. These dollars will carry over and be expended to meet the new actions and services in the 2026-27 plan.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ceres Unified School District	Paul Rutishauser, Ed.D. Assistant Superintendent	prutishauser@ceres.k12.ca.us 209-556-1520

Plan Summary [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.

Ceres Unified School District is located in the heart of California’s Central Valley, an area known for its agricultural heritage. The city of Ceres is named for the Roman goddess of agriculture. Serving a culturally diverse community of approximately 49,000 residents, the school district is Ceres’ largest employer and provides safe and effective learning environments, quality instruction and strong student supports for approximately 14,000 PreK-12 students, along with free meals and after-school care. Unified in 1965, the district is currently home to 20 neighborhood schools including two comprehensive high schools, two K-6 dual language academies, a K-8 leadership magnet school, and a K-12 charter school. In 2024-25, 86.9% of Ceres students were eligible for the federally-funded National School Lunch Program, 30.8% of students were identified as English learners, and 0.2% were identified as Foster Youth, resulting in a Local Control Funding Formula unduplicated count of 88.5%. At least 25 different languages are spoken in the homes of Ceres students. More than 82.4% of Ceres students are Hispanic/Latino, 9% are White, 5.4% are Asian, 1.2% are African-American, while the remaining 1.9% of students are of other varying races/ethnicities. District enrollment also includes 12.2% of students receiving special education services, 5.2% of students receiving Migrant services, and 3.2% are homeless youth. The Ceres motto "Committed to Excellence, Responsive to Every Student" communicates the district's dedication to serving the needs of every student and celebrating the background and experiences of all students and families in the Ceres community.

In 2026, three CUSD schools have been identified as Equity Multiplier Schools due to a high percentages of low socio-economic students and low stability rate, meaning students move in and out of the schools with some frequency. These schools are Walter White Elementary, Argus Continuation High School, and Endeavor Alternative High School.

Reflections: Annual Performance

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

Ceres Unified is celebrating the following successes based on the 2025 Dashboard results:

- Academic Indicator for ELA: Increased by 9.2 points
- Academic Indicator for Math: Increased by 6.9 points

-English Learner Progress: Increased by 2.1%

-College/Career: Increased by 3.6%

-Suspension Rate: Declined by 0.7%

-Graduation Rate: Maintained, with a 0.5% increase

-Science, though still reported for informational purposes, increased by 2.5 points.

Ceres Unified is focused on improving the following indicators:

- Chronic Absenteeism: Increased by 0.5%

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

- English Learners: Maintained in math (increased 1.2 points)
- Long-Term English Learners: Maintained in science (increased 0.4 points); maintained in Chronic Absenteeism (declined by 0.1%)
- Foster Students: Suspension rate increased 0.7%; maintained in Chronic Absenteeism (declined by 1.7%)
- Homeless Students: Increased 5.6% in Chronic Absenteeism
- Students with Disabilities: Increased 2.9% in Chronic Absenteeism
- African Americans: Increased 9.7% in Chronic Absenteeism

See Attachment #1 for a list of schools and student groups scoring very low on the 2023, 2024, and 2025 Dashboard (2023, 2024, and 2025 Red Dashboard Indicators by Site).

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

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, the Ceres Unified School District has no new eligibility for Differentiated Assistance (DA). However, the district remains eligible for Differentiated Assistance through Fall 2026, based on 2024 Dashboard criteria, English Learner (EL) and Long-Term English Learner (LTEL) student groups in the following priority areas:

Academic Achievement: English Language Arts and Mathematics.
Outcomes in a Broad Course of Study: College & Career

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities. Current work underway includes walks with site leadership to support teacher implementation of professional learning that supports English Learners and academic coach support. (TA support is embedded within Actions 1.2, 2.1, 2.3.)

Comprehensive Support and Improvement

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

Schools Identified

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

Argus Continuation High School

Support for Identified Schools

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

District staff worked closely with Argus site leaders who are implementing comprehensive support and improvement activities. District staff provided guidance and technical assistance by providing necessary data for them to analyze as they revised the school plan. District staff supported the site in analyzing data to identify areas of low performance or inequitable student outcomes. Needs assessments focused on the analysis of California School Dashboard indicator data for graduation rates, the key factor for Argus High School, as well as locally-collected data pertaining to other indicators. Examples of such data include teacher credentialing data, school climate survey results, attendance, academic achievement, and mental health program usage. Argus High School collaborated with district leadership to identify evidence-based interventions to target the identified need as a result of data analysis. At Argus, it was determined that the most effective strategy for increasing student graduation rates was through school engagement and whole child support. These goals could best be achieved with the addition of a Learning Director, attendance supports, positive behavior intervention supports, a multiple tiered system of support, and increased academic course options, with a focus on Career Education. Site leaders solicited input from school site council members when revising the school plan for 2026-27, as well as from staff. The plan was discussed with educational partner groups and their input shaped revisions to the plan.

Monitoring and Evaluating Effectiveness

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

Utilizing the district MTSS framework, district staff will work closely and meet at least three times a year with site leaders as they monitor the metrics identified in their School Plan as well as the California School Dashboard indicator data in order to evaluate the effectiveness of the plan. Because Argus High School was identified based on graduation rates, progress monitoring will focus on credits earned by all students at Argus and aggregated by student groups at the school. Staff will regularly monitor progress using multiple measures during the school year, and report progress to School Site Council and other educational partners. Data and educational partner input will drive revisions to the plan, which will need to be approved at the district level. Ceres Unified School District will provide support to sites to help with the collection, organization, and monitoring of data as well as supporting site staff with utilizing the district's data management system.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated and Classified Educational Partners	Certificated and classified combined partner meetings were held this year on 11/25/25, 2/3/26, and 3/17/26. On 11/25/25, the district presented an overview of metrics, goals, actions, and expenditures. On 2/3/26, the district reviewed Dashboard data and collected input regarding which actions should be continued, which should be discontinued, and which additional actions are necessary to meet the LCAP goals and LREBG goals. On 3/17/26, the district presented a draft of the new LCAP plan and collected feedback.
SELPA	District staff met with the SELPA Director on 1/20/26 to discuss LCAP goals and actions, including the action targeting support for students with disabilities.
CUTA and CSEA Consult	District staff held consults with Ceres Unified Teachers Association on 2/26/26 to share a draft of the new LCAP and collect input regarding any changes. The same conversation took place with the Classified School Employees Association on 3/24/26.
Parent Advisory/DAC/DELAC/Community Educational Partners	Combined partner meetings (including Parent Advisory, DAC/DELAC, and Community Partners) were held this year on 11/4/25, 1/27/26, and 3/17/26. On 11/4/25, the district presented an overview of metrics, goals, actions, and expenditures. On 1/27/26, the district reviewed Dashboard data and collected input regarding which actions should be continued, which should be discontinued, and which additional actions are necessary to meet the LCAP goals and LREBG goals. On 3/17/26, the district presented a draft of the new LCAP plan and collected feedback.

Educational Partner(s)	Process for Engagement
Youth Advisory Council	District staff met with the Youth Advisory Council (comprised of students in grades 9-12 throughout the district) on 10/2/25, 11/13/25, 1/22/26, and 3/19/26. Topics covered included CA School Dashboard results, policies and procedures that affect students, cell phone policies, Ed Tech, college and career readiness, and more. On 3/19/26, the students gave direct input regarding LCAP goals and actions.
Executive Council (includes Principals)	Members of Executive Council (Cabinet members, Directors and Coordinators, Classified Managers, and Principals) met on 4/14/26 to examine the goals and actions within the LCAP and prioritize those by their level of impact to determine what should be continued, discontinued, or added.
MTSS	The Ceres Unified School District MTSS team met monthly throughout the school year. Team reviewed districtwide data and offered suggestions for revising actions based upon data throughout the year.
Equity Multiplier School educational partners	Ceres USD district leadership met with principals of Walter White, Argus and Endeavor throughout the 2025-26 school year to identify areas of need as indicated by the 2025 Dashboard. Principals met with School Site Councils to develop goals, actions, and expenditures related to Equity Multiplier funds.

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

All educational partner groups provided feedback as Ceres USD revised the LCAP plan for 2026-27. Based on the feedback collected, there was no need to change goals as written, but allocations to specific actions within goals was adjusted. For example, protecting high quality staff was seen as important, even as the district continues to go through declining enrollment, while some attendance incentives the district had been using to combat chronic absenteeism were deemed ineffective by Educational Partners. Equity Multiplier Schools engaged their educational partners through School Site Council in development of the actions listed in Goal 4.

Going into Year 3 of this LCAP, all 2025-26 educational partner groups offered suggestions about how to improve our work to meet the goals set the year before. Recommendations included a variety of topics, including increased community input, a continued focus on student enrichment and career technical education programs, and specific professional development for Equity Multiplier sites.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed teachers (Local indicator)	2023-24: Total # of teachers fully credentialed: 611 (92%) Total # of teachers not fully credentialed: 46	2024-25: Total # of teachers fully credentialed: 573 (93%) Total # of teachers not fully credentialed: 43	2025-26: Total # of teachers fully credentialed: 611 (96%) Total # of teachers not fully credentialed: 26	90% of teachers will be fully credentialed for their teaching assignment.	Exceeding target by 6% 4% increase from Baseline
1.2	Access to standards-aligned instructional materials (Local Indicator)	2023-24: 100% of curriculum is aligned to standards.	2024-25: 100% of curriculum is aligned to standards.	2025-26: 100% of curriculum is aligned to standards.	100% of curriculum is aligned to standards.	Meeting target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of state standards (Local Indicator)	<p>2023-24</p> <p>#1: Professional Development: -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation</p> <p>#2: Instructional Materials -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Full Implementation -ELD: Full Implementation -Science: Full Implementation</p> <p>#3: Policy & Program Support -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation</p>	<p>2024-25</p> <p>#1: Professional Development: -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Initial Implementation</p> <p>#2: Instructional Materials -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Full Implementation -ELD: Full Implementation -Science: Full Implementation</p> <p>#3: Policy & Program Support -ELA: Full Implementation -Math: Full Implementation</p>	<p>2025-26</p> <p>#1: Professional Development: -ELA: Full Implementation -Math: Full Implementation -History/Social Science: Initial Implementation -ELD: Full Implementation -Science: Full Implementation</p> <p>#2: Instructional Materials -ELA: Full Implementation -Math: Full Implementation & Sustainability -History/Social Science: Full Implementation -ELD: Full Implementation -Science: Full Implementation</p> <p>#3: Policy & Program Support -ELA: Full Implementation -Math: Full Implementation</p>	Full Implementation and Sustainability in all areas	Implementation of World Language Standards and VPA Standards improved to Full Implementation and Sustainability. Identifying the professional learning needs of individual teachers improved to Full Implementation & Sustainability

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers: Full Implementation	Implementation & Sustainability -Identifying the professional learning needs of individual teachers: Full Implementation	have not yet mastered: Full Implementation & Sustainability -Identifying the professional learning needs of individual teachers: Full Implementation & Sustainability		
1.4	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23: All students: 48.4 pts below standard	2023-24: All students: 42.6 pts below standard	2024-25: All students: 33.4 pts below standard	Improve by at least 9 pts	Increased 15 pts from Baseline
1.5	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23: All students: 86.6 pts below standard	2023-24: All students: 83.8 points below standard	2024-25: All students: 77 points below standard	Improve by at least 9 pts	Increased 9.6 pts from Baseline
1.6	Academic Indicator: Science (Dashboard: CAST scores)	2023-24: All Students : 19.1 points below standard	2023-24: All Students : 19.1 points below standard	2024-25: All Students : 48.1 Science Points	Improve by at least 4 pts	24-25 is the Baseline Year. Data was previously reported as "distance from standard" and is now reported as "Science Points."
1.7	College/Career Indicator - % prepared (Dashboard)	2022-23: 33.5% of students are prepared	2023-24: 33.9% of students are prepared	2024-25: 42.7% of students are prepared	Increase by 10%	Increased 9.2% from Baseline
1.8	A-G completion rate (Dataquest)	2022-23: 43.10%	2023-24: 42.4%	2024-25: 46.5%	Increase to 50%	Increased 3.4% from Baseline
1.9	CTE Pathway completion rate (Dashboard Additional Report)	2022-23: 23.4%	2023-24: 21.8%	2024-25: 25.9%	Increase to 30%	Increased 2.4% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Advanced Placement test pass rate (College Board)	2022-23: 38%	2023-24: 48%	2024-25: 53%	Increase to 45%	Surpassed goal by 8% Increased 15% from Baseline
1.11	Early Assessment Program (EAP) preparedness rate (Dataquest)	2022-23: ELA Standard Met/Exceeded: 46.5% Math Standard Met/Exceeded: 14.13%	2023-24: ELA Standard Met/Exceeded: 48.09% Math Standard Met/Exceeded: 12.17%	2024-25: ELA Standard Met/Exceeded: 55.13% Math Standard Met/Exceeded: 18.72%	ELA: Increase to 55% Math: Increase to 20%	ELA: Increased 8.63% from Baseline Surpassed ELA goal by 0.13% Math: Increased 4.59% from Baseline
1.12	College Credit Course enrollment rate (Infinite Campus)	2023-24: 3.5%	2024-25: 1.12%	2025-26: 7%	Increase to 10%	Increased 3.5% from Baseline
1.13	Seal of Biliteracy completion rate (Dataquest)	2022-23: 8.2%	2023-24: 9.4%	2024-25: 12.4%	Improve to 10% or higher	Increased 4.2% from Baseline Surpassed goal by 2.4%
1.14	High school graduation rate (Dashboard)	2022-23: 90.7%	2023-24: 92.3%	2024-25: 92.9%	Increase by 3%	Increased 2.2% from Baseline
1.15	Broad course of study (Local Indicator)	2023-24: All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2024-25: All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2025-26: All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	Maintain access for all students	Meeting Target No change

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

Successful Implementation:

- Action 1.1 High Quality Staff - Successfully developed a high quality staff, both certificated and classified, to support student learning, including a fully staffed teams of Instructional Coaches, Library Media Clerks, Educational Services leaders, site administrators, early childhood paraprofessionals, and K-3 teachers for smaller class sizes.
- Action 1.2 High Quality Instruction - Successfully ensured high quality instruction through the use of supports for all students and teachers, including a focus on ongoing, strategic teacher development and Induction, access to student technology, and support from Stanislaus County Office of Education.
- Action 1.4 Graduation Rate - Successfully making use of multiple credit recovery programs, including Summer School and zero period, to support students in earning a high school diploma.
- Action 1.5 (LREBG): The district continued to work to develop high quality staff, including providing support to certificated staff.

Implementation Challenges

- Action 1.3 College/Career Readiness - Ceres Unified continues to implement CTE pathways, develop increased Dual Enrollment opportunities, and build long term Advanced Placement success. Though we have seen improvement in outcomes in 2024-25 and believe they will continue, it will take more than a year or two to reach district goals in this area.

Implementation Modification:

- Action 1.6 (LREBG): The district focused on supplemental materials and services to support student learning to a greater extent than originally planned, and did not provide the same level of professional learning as was originally planned for this action item. Professional learning costs will return to this action in 2026-27.

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

For each goal, the differences between budgeted expenditure and actual expenditures were less than a 3% difference.

- Action 1.1: CUSD had budgeted for extra para support for TK-1 classrooms that were never opened, due to decreased enrollment in early grade levels.
- Action 1.3: Mid year needs for materials in Career Technical Education courses and Technical Student Organizations resulted in slightly increased spending.
- Action 1.5 (LREBG): Expended less funds on staff than was previously expected due to changes in budget circumstances in other funding streams.

- Action 1.6 (LREBG): Although this fund spent more on supplemental materials than was expected in 2025/26 to support students, costs still came in lower because Professional Learning costs, specifically related to substitutes, were lower than planned.

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

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

Effective Implementation:

- Action 1.1 and Action 1.5 (LREBG): The percentage of fully credentialed teachers in Ceres Unified currently exceeds our goal by 6% (96% vs. 90%), and the district was able to remain staffed in all certificated and classified positions called for by this goal.
- Action 1.2 and Action 1.6 (LREBG): CAASPP ELA and math scores showed improvement in 2024-25, both exceeding our three year outcome goal. ELA exceeded the outcome goal by 6 points, and math exceeded by 0.6 points.
- Action 1.4: Academic interventions and credit recovery options improved the graduation rate by 0.6% to 92.9% for the class of 2025, though Ceres Unified is still working to meet the three year outcome goal of 93.7%.

Somewhat Effective Implementation:

- Action 1.3: College/Career Readiness made significant improvements in 2024-25 to reach 42.7% prepared, but the district continues to work to increase access to CTE pathways and dual enrollment options will support this goal, as will a continued focus on AP scores. (AP pass rate rose from 38% to 53% over the course of this LCAP.)

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and college/career readiness.

- Metrics Modifications:

1.6 For the 2025 Dashboard, the metric changed to Science Points instead of Distance from Standard on CAST.

- Expected Outcomes: Baseline Added: 1.6 CAST achievement will improve by at least 4 Science Points. In the past, we had looked for an increase of 4 points relative to distance from standard.
- Action 1.3: Removed College Transition Learning Director

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Staff	<p>Hire and continue to develop and support high quality certificated and classified staff.</p> <ul style="list-style-type: none"> • Instructional Coaches • Additional site administrative support • Educational Services staff • Librarians and Library Media Clerks • Additional support staff to implement supplemental programs • Pre-school support staff • Early primary grade paraprofessional staff • Educational Technology staff • K-3 Teachers to reduce class size to 22:1 	\$16,166,175.00	Yes
1.2	High Quality Instruction	<p>Ensure all students receive high quality instruction.</p> <ul style="list-style-type: none"> • Educational Services support • Professional development • Teacher Induction Program • Instructional Norms and Google certifications for instructional staff • Two additional days of Professional Development for instructional staff • Chromebooks for all students • Educational Technology programs and services • Supplemental instructional materials • Differentiated Assistance support from Stanislaus County Office of Education (professional development) 	\$12,748,233.00	Yes
1.3	College/Career Readiness	<p>Ensure all students are college and career ready, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • College/Career readiness programs • Career Technical Education programs • Additional Learning Director support 	\$3,056,852.00	Yes
1.4	Graduation Rate	<p>Ensure all students earn a high school diploma, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard.</p>	\$23,074,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Educational Options programs • Summer School • Credit Recovery options • Tutoring • Zero period 		
1.5	High Quality Staff - LREBG	<p>LREBG Action: Fully Funded by LREBG</p> <p>Hire and continue to develop and support high quality certificated and classified staff using Learning Recovery Emergency Block Grant Funds. This funding will focus on continuing to provide academic opportunities, especially lower class sizes, enrichment, and intervention in the midst of declining ADA. In addition, a part-time, short-term teacher on special assignment will provide systems work to align all district systems to best practices for college and career readiness. This includes A-G course alignment, increased college and career exposure, support for CTE pathways, dual enrollment support, and more.</p> <p>Research indicates that smaller class sizes in elementary grades are associated with more positive academic outcomes for students. This environment allows teachers to provide more individualized attention, which can lead to improved learning and engagement for each student. Research also indicates the benefits of a school district intentionally connecting all its parts, like curriculum, teaching, and support programs. This way, everything works together to help students prepare for what comes after graduation, whether it's college or starting a career.</p> <p>This action is aligned with allowable uses of funds because it increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.</p> <p>Metrics used to monitor the action: Metric 1.1, and 1.4 - 1.14</p>	\$1,066,430.00	No
1.6	High Quality Instruction - LREBG	LREBG Action: Fully Funded by LREBG	\$1,411,939.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Ensure all students receive high quality instruction using Learning Recovery Emergency Block Grant Funds. This work includes extended professional development activities, improved educational technology access for rural areas, additional high quality instructional materials, and access to a student data platform.</p> <p>Research indicates:</p> <ul style="list-style-type: none"> • Ongoing, targeted professional development is crucial for teachers to stay current with the latest research-based teaching strategies, ultimately leading to improved instructional practices and better outcomes for students. • Students living in rural, impoverished areas struggle to access technology at the same rates as those in more suburban, affluent areas. • Access to updated, rigorous instructional materials is necessary because high-quality materials can help to close achievement gaps and provide equitable learning opportunities for all students. • Providing educators with access to a user-friendly comprehensive student data platform has been proven to help schools and teachers make better instructional decisions based on individual student need. <p>This action is aligned with allowable uses of funds:</p> <ul style="list-style-type: none"> • because it provides additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. • because it integrates evidence-based pupil supports to address other barriers to learning and staff supports and training. <p>Metrics used to monitor the action: Metrics 1.2, 1.4, 1.5, 1.6</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Progress Indicator (Dashboard)	2022-23: 46.7%	2023-24: 44.4% making progress	2024-25: 46.5% making progress	Increase by 6%	Decreased 0.2% from Baseline
2.2	Reclassification rate (ELLEvation)	2022-23: 8.95%	2023-24: 11.42%	2025-26: 12.52%	Increase to 10% or higher	Increased 3.57% from Baseline Exceeding target outcome by 2.52%
2.3	Academic Indicator/Student groups: ELA (Dashboard)	2022-23: All students: 48.4 pts below standard ELs: 70.4 pts below standard	2023-24: All students: 42.6 pts below standard ELs: 68.0 pts below standard	2024-25: All students: 33.4 pts below standard ELs: 62.5 pts below standard	All students: Improve by at least 9 pts ELs: Improve by at least 14 pts	All students: improved 15 pts from Baseline; exceeded target by 6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 53.7 pts below standard Hispanic: 52.6 pts below standard White: 39.6 pts below standard African American: 73.7 pts below standard Foster Youth: 151 pts below standard Homeless Youth: 90 pts below standard Students with Disabilities: 120.1 pts below standard 2023-24: LTELs: 102.8 pts below standard	LTELs: 102.8 pts below standard SED: 48.5 pts below standard Hispanic: 46.6 pts below standard White: 29.5 pts below standard African American: 64.4 pts below standard Foster Youth: 138.1 pts below standard Homeless Youth: 95.2 pts below standard Students with Disabilities: 111.4 pts below standard	LTELs: 98.2 pts below standard SED: 38.8 pts below standard Hispanic: 37.2 pts below standard White: 21.4 pts below standard African American: 49.5 pts below standard Foster Youth: 93.4 pts below standard Homeless Youth: 81.2 pts below standard Students with Disabilities: 99.7 pts below standard	LTELs: Improve by 20 pts SED: Improve by at least 12 pts Hispanic: Improve by at least 12 pts White: Improve by at least 9 pts African American: Improve by at least 14 pts Foster Youth: Improve by at least 14 pts Homeless Youth: Improve by at least 14 pts Students with Disabilities: Improve by at least 14 pts	ELs: improved 7.9 pts from Baseline LTELs: improved 4.6 pts from Baseline SED: improved 14.9 pts from Baseline; exceeded target by 2.9 points Hispanic: improved 15.4 pts from Baseline; exceeded target by 3.4 points White: Improved 18.2 pts from Baseline; exceeded target by 9.2 points African-American: improved 24.2 pts; exceeded target by 10.2 points Foster Youth: improved by 57.6 pts. from Baseline; exceeded target by 43.6 points Homeless youth: improved 8.8 pts. from Baseline Students with Disabilities: improved 20.4 pts from Baseline; exceeded target by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						6.4 pts. from Baseline
2.4	Academic Indicator/Student groups: Math (Dashboard)	<p>2022-23: All students: 86.6 pts below standard ELs: 97.9 pts below standard SED: 91 pts below standard Hispanic: 91.8 pts below standard White: 69.5 pts below standard African American: 134.3 pts below standard Foster Youth: 172.4 pts below standard Homeless Youth: 126.8 pts below standard Students with Disabilities: 141.1 pts below standard</p> <p>2023-24: LTELs: 172.0 pts below standard</p>	<p>2023-24: All students: 83.8 pts below standard ELs: 99.1 pts below standard LTELs: 172.0 pts below standard SED: 89 pts below standard Hispanic: 89 pts below standard White: 62.8 pts below standard African American: 103.3 pts below standard Foster Youth: 175.5 pts below standard Homeless Youth: 121.4 pts below standard Students with Disabilities: 136.4 pts below standard</p>	<p>2024-25: All students: 77 pts below standard ELs: 97.2 pts below standard LTELs: 163.2 pts below standard SED: 82.5 pts below standard Hispanic: 81.5 pts below standard White: 64.4 pts below standard African American: 97.2 pts below standard Foster Youth: 152.8 pts below standard Homeless Youth: 110.3 pts below standard Students with Disabilities: 128.3 pts below standard</p>	<p>All students: Improve by at least 9 pts ELs: Improve by at least 12 pts LTELs: Improve by at least 14 points SED: Improve by at least 12 pts Hispanic: Improve by at least 12 pts White: Improve by at least 9 pts African American: Improve by at least 14 pts Foster Youth: Improve by at least 14 pts Homeless Youth: Improve by at least 14 pts Students with Disabilities: Improve by at least 14 pts</p>	<p>All students improved 9.6 pts; met target ELs: improved 0.7 pts LTELs: improved 8.8 pts SED: improved 8.5 pts Hispanic: improved 10.3 pts White: improved 5.1 pts African American: improved 37.1 pts; exceeded target by 23.1 points Foster Youth: improved 19.6 pts; exceeded target by 5.6 points Homeless Youth: improved 16.5 pts; exceeded target by 2.5 points Students with Disabilities: improved by 12.8 pts</p>
2.5	Academic Indicator/Student groups: Science (Dashboard)	<p>2023-24: All students: 19.1 pts below standard ELs: 26.1 pts below standard</p>	<p>2023-24: All students: 19.1 pts below standard ELs: 26.1 pts below standard</p>	<p>2024-25: All students: 48.1 Science Points ELs: 40.5 Science Points</p>	<p>Improve all student groups by 4 points.</p>	<p>24-25 is the Baseline Year. Data was previously reported as "distance from standard" and is</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: 31.4 pts below standard SED: 20.2 pts below standard Hispanic: 20.1 pts below standard White: 14.0 pts below standard African American: 23.8 pts below standard Foster Youth: no data to display (7 students) Homeless Youth: 30.9 pts below standard Students with Disabilities: 31.3 pts below standard	LTELs: 31.4 pts below standard SED: 20.2 pts below standard Hispanic: 20.1 pts below standard White: 14.0 pts below standard African American: 23.8 pts below standard Foster Youth: no data to display (7 students) Homeless Youth: 30.9 pts below standard Students with Disabilities: 31.3 pts below standard	LTELs: 34.0 Science Points SED: 46.8 Science Points Hispanic: 47.1 Science Points White: 52.1 Science Points African American: 41.2 Science Points Foster Youth: no data to display (4 students) Homeless Youth: 37.9 Science Points Students with Disabilities: 37.8 Science Points		now reported as "Science Points."
2.6	Social Emotional Behavioral program measures (local data)	A. Quantitative measures: 2023-24 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6 = 287, 7-12 = 1) Counseling services: (K-6 = 490, 7-12 = 727) Mental health services (clinicians): (K-6 = 89, 7-12 = 118) Mentoring services: (K-6 = 0, 7-12 = 0)	A. Quantitative measures: 2024-25 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6 = 269, 7-12 = 4) Counseling services: (K-6 = 510, 7-12 = 819) Mental health services (clinicians): (K-6 = 59, 7-12 = 147)	A. Quantitative measures: 2025-26 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6 = 228, 7-12 = 2) Counseling services: (K-6 = 422, 7-12 = 399) Mental health services (clinicians): (K-6 = 66, 7-12 = 95)	A. Maintain services provided as identified by student need. B. SEL Screener: Ensure at least 80% of students score within the low risk range on a Social Emotional and Behavioral Health screener or improve by 5% each year.	A. Quantitative measures: 2024-25 results (Student Support data-tracking sheet): # of students served: Social skills services: (K-6: -59, 7-12: +1) Counseling services: (K-6: -68, 7-12: -328) Mental health services (clinicians): (K-6: -23, 7-12: -23)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B. Qualitative measures: 2023-24 results (SEL Screener results & Staff Survey): See Attachment #2	Mentoring services: (K-6 = 0, 7-12 = 0) B. Qualitative measures: 2024-25 results (SEL Screener results & Staff Survey): See Attachment #2	Mentoring services: (K-6 = 0, 7-12 = 0) B. Qualitative measures: 2025-26 results (SEL Screener results & Staff Survey): See Attachment #2	Staff Survey: 5-10% increase per year	Mentoring services: (K-6: 0, 7-12: 0) B. Qualitative measures: See Attachment #2
2.7	CA Dashboard Indicators in Orange, Red, and Low for Unduplicated Student Groups (Dashboard)	2022-23: Socioeconomically Disadvantaged students: <ul style="list-style-type: none"> Orange (ELA), Low (CCI) English Learners: <ul style="list-style-type: none"> Red (ELA, Math) Orange (Suspension rate, Graduation rate); Low (CCI) Foster Youth: <ul style="list-style-type: none"> Red (Chronic Absenteeism) Orange (Suspension Rate, ELA, Math) 	2023-24: Socioeconomically Disadvantaged students: <ul style="list-style-type: none"> Orange (Math, CCI) English Learners: <ul style="list-style-type: none"> Orange (ELA; ELPI Progress) Red (Math, CCI) Foster Youth: <ul style="list-style-type: none"> Orange (ELA, Chronic Absenteeism, Suspension Rate) 	2024-25: Socioeconomically Disadvantaged: Orange (Chronic Absenteeism) English Learners: Orange (Chronic Absenteeism); Red (Math) Foster Youth: Orange (Chronic Absenteeism); Red (Suspension Rate)	Improve all red/orange/low indicators annually	Socioeconomically Disadvantaged students: Improved from 2 Red/Orange indicators to 1. English Learners: Improved from 5 Red/Orange indicators to 2. Foster Youth: No change from Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> Red (Math) 			
2.8	CA Dashboard Indicators in Orange, Red, and Low for Homeless Youth (Dashboard)	2022-23: <ul style="list-style-type: none"> Red: ELA and Math Orange: Suspension Rate Low: College/Career Indicator 	2023-24: <ul style="list-style-type: none"> Orange (Math, CCI, Grad Rate) Red (ELA) 	2024-25: <ul style="list-style-type: none"> Orange (Math, ELA); Red (Chronic Absenteeism) 	Improve all red/orange/low indicators annually	Improved indicators from 2 Red, 1 Orange, and 1 Low to 2 Orange and 1 Red.
2.9	CA Dashboard Indicators in Red for all schools and student groups (Dashboard)	See Attachment #1	See Attachment #1	See Attachment #1	Improve red indicators for all schools and student groups	See Attachment #1

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

Successful Implementation:

- Action 2.1: MTSS - Successfully continued implementation and maintenance of MTSS as the process for student academic, behavioral, and social emotional supports across the district, including robust student mental health supports.
- Action 2.2: Unduplicated Student Funding - Successfully provided school sites funds to support their unduplicated students.
- Action 2.3: English Learner Support - Successfully hired support staff to work with immigrant and English Learner students, as well as ongoing partnerships with Stanislaus County Office of Education to provide strategies to improve English Learner outcomes.
- Action 2.4: Homeless Youth Support - Successfully provided a community liaison with resources to support the unique needs of homeless students and their families.
- Action 2.5: Special Education Support - Successfully provided extra staff to support dually identified students with articulation needs through the addition of a Speech Language Pathology Assistant.

All actions were implemented.

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

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

- Action 2.1: Loss of staff over the course of the year and ending a contract with a third party organization resulted in savings.
- Action 2.3: Multiple paraprofessional positions were not filled.
- Action 2.4: Over the course of the year, a community liaison position was vacated at times, resulting in unexpended funds.
- Action 2.5: Added a short term Speech Language Therapy Assistant mid-year, resulting in increased spending.

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

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

- Action 2.1: Students had regular access to mental health and physical health supports in Ceres Unified as defined by student need as demonstrated by metric 2.6.
- Action 2.2: School sites worked with Educational Services and district leadership to identify needs of unduplicated students. Effectiveness of this allocation varied somewhat by site, though overall student achievement on the CAASPP improved from 2022-23 to 2024-2025 (+15 points in ELA, +9.6 points in Math).
- Action 2.3: 2246 English Learners (88% of total) showed growth on the ELPAC scale score from 2024 to 2025. While this does not mean that every student met ELPI growth expectations, it demonstrates strong English Language supports.
- Action 2.4: The Homeless Youth Liaison tracked the attendance of every student who qualified as unhoused in 2025-26, and worked with families individually to overcome barriers to accessing education.
- Action 2.5: Special Education Support: Speech Language Pathologist Assistants were integral to supporting dually identified students in need of support in 2025-26, resulting in stronger Special Education supports for students.

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

- In 2025, Metric 2.5, Science metric changed to Science Points instead of Distance from Standard on CAST. Metrics and goal outcomes were adjusted accordingly.
- Action 2.1: Removed Director of MTSS as a planned expenditure.
- Action 2.5: Additional articulation support for dually identified students through the addition of added Speech Language Pathology Assistants.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS (Multi-Tiered System of Support)	Provide Academic and Social Emotional-Behavioral Intervention and Support through MTSS, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. <ul style="list-style-type: none"> • Academic Intervention program • Social Emotional Behavioral supports • Differentiated Assistance support from Stanislaus County Office of Education (Intervention teacher support/training) 	\$14,342,813.00	Yes
2.2	Unduplicated student funding	Provide funding to individual schools based on unduplicated student counts. <ul style="list-style-type: none"> • Site funds to support unduplicated students toward improved Dashboard outcomes, particularly in academic achievement and college/career readiness 	\$6,615,676.00	Yes
2.3	English Learner support	Ensure English Learners (ELs) and Long Term English Learners (LTEs) make annual progress on the ELPAC assessment and progress toward reclassification through a system of targeted support. <ul style="list-style-type: none"> • Immigrant student paraprofessional support • EL support staff • Differentiated Assistance support from Stanislaus County Office of Education (ELD walks at school sites to support implementation of teacher professional learning) 	\$948,969.00	Yes
2.4	Homeless Youth Support	Provide targeted support for Homeless Youth. <ul style="list-style-type: none"> • Community liaisons 	\$209,077.00	No
2.5	Students with Disabilities support	Provide targeted support for Students with Disabilities. <ul style="list-style-type: none"> • Focus on improved reading skills • New curriculum for Resource students • Focus on students dually identified as Students with Disabilities and English Learner 	\$582,468.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Instances where facilities do not meet the "good repair" standard (Local indicator)	2023-24: 0	2024-25: 0	2025-26: 0	Maintain 0 instances	Meeting target. No change.
3.2	Parental Involvement and Family Engagement self-reflection tool (Local indicator)	2023-24 #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Full Implementation & Sustainability	2024-25 #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Full	2025-26: #1 Developing Capacity of Staff: Full Implementation #2 Creating Welcoming Environments for All: Full	Full implementation and sustainability in all areas	The only difference from Baseline is the improvement of #9 from Full Implementation to Full Implementation & Sustainability.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		#11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation	Implementation & Sustainability #9: Supporting principals and staff in engaging families: Full Implementation #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation	Implementation & Sustainability #9: Supporting principals and staff in engaging families: Full Implementation & Sustainability #10: Supporting families in engaging in advisory groups: Full Implementation #11: Providing families with opportunities to provide input and engaging underrepresented families: Full Implementation #12: Providing opportunities for all stakeholders to improve the engagement of underrepresented families: Full Implementation		
3.3	School attendance rate (Local data)	2023-24: 94.07% (8 month P-2 Report)	2024-25: 94.01% (8 month P-2 Report)	2025-26: 95.96% (8 month P-2 Report)	Maintain 95% or higher	Improved 1.89% Target met
3.4	Chronic absenteeism rate (Dashboard)	2022-23: 20.9%	2023-24: 14.8%	2024-25: 15.2%	Improve to 10% or lower	Improved by 5.7%
3.5	Middle school dropout rate (Local data)	2022-23: 0.36% (7 students)	2023-24: 0.21% (4 students)	2024-25: 0.32% (6 students)	Maintain a rate below 0.5%	Meeting target. Improved 0.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	High school dropout rate (Dataquest)	2022-23: 7.2%	2023-24: 6.2%	2024-25: 5.4%	Maintain 7% or lower dropout rate (State average is 8.2%)	Meeting target. Improved 1.8%
3.7	School climate survey (Local indicator)	2023-24: See Attachment # 3	2024-25: See Attachment #3	2025-26: See Attachment #3	Improve 3% per year; Maintain 70% or higher	See attachment #3.
3.8	Suspension rate (Dashboard)	2022-23: All students: 3.2% African-American: 9.4%	2023-24: All Students: 2.5% African American 7.7%	2024-25: All Students: 1.7% African American 4.5%	Maintain 5.0% suspension rate or lower for all students and African-American students	Meeting target for all students. All students: Improved 1.5% African American: Improved 4.9%.
3.9	Expulsion rate (Dataquest)	2022-23: 0.2%	2023-24: 0.13%	2024-25: 0.1%	Maintain a rate below 0.5%	Meeting target. Decreased 0.1%
3.10	Access to Physical health services (Local data)	2023-24 results (Student Support data-tracking sheet): Vision Screenings: 5,485 Hearing Screenings: 7,518 Health & Nutrition Referrals: 1,063 Community Flu Clinics (shots): 150 Health Clinics (Hazel Health): 2,341 Dental Screenings: 261 Health Office Visits: 49,415 TB Risk Assessment Screenings: 523 Individual Health Plans: 313	2024-25 results (Student Support data-tracking sheet): Vision Screenings: 5,411 Hearing Screenings: 6,802 Health & Nutrition Referrals: 1,047 Community Flu Clinics (shots): 150 Health Clinics (Hazel Health): 1,269 Dental Screenings: 544 Health Office Visits: 45,458	2025-26 results (Student Support data-tracking sheet): Vision Screenings: 6,296 Hearing Screenings: 7,746 Health & Nutrition Referrals: 1367 Community Flu Clinics (shots): 150 Health Clinics (Hazel Health): 1,486 Dental Screenings: 382 Health Office Visits: 48,213	Maintain services as demonstrated by student need.	Maintaining services as demonstrated by student need. Vision Screenings: +811 Hearing Screenings: +228 Health & Nutrition Referrals: +304 Community Flu Clinics (shots): same Health Clinics (Hazel Health): - 855 Dental Screenings: +121 Health Office Visits: -1,202

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sports Physicals: 1,056	TB Risk Assessment Screenings: 454 Individual Health Plans: 254 Sports Physicals: 1,123	TB Risk Assessment Screenings: 590 Individual Health Plans: 396 Sports Physicals: 1,233		TB Risk Assessment Screenings: +67 Individual Health Plans: +83 Sports Physicals: +177

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

Successful Implementation:

- Action 3.1: Successfully provided access to a broad course of study and fostered positive school climates through high student engagement.
- Action 3.2: Schools and District successfully collaborated with families throughout the year to elevate the voice of parents and guardians in education through Educational Partner meetings and methods.
- Action 3.3 and Action 3.4 (LREBG): Successfully utilized School Resource Officer program and Alternative 2 Suspension to keep students safe and on campus for learning.

No actions required modification. All actions were implemented.

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

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

- Action 3.2: Unfilled community liaison positions resulted in unexpended funds.
- Action 3.3: Increased charges from the city police department for School Resource Officers resulted in extra spending.
- Action 3.4 (LREBG): Built internet towers for connection with rural and impoverished geographic locations in district boundaries, but the cost was significantly lower than anticipated.

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

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

Effective Implementation:

- Action 3.1: Data collected during the 2025-26 school year is showing improved attendance and reduced Chronic Absenteeism at the time of this writing. Students remain connected to their school, as demonstrated by this data and increased engagement in CTE, arts, and other courses of study.
- Metric 3.3 Attendance rate is exceeding the target by 0.96%
- Metric 3.4 Chronic Absenteeism improved by 5.7% over baseline
- Metric 3.5 Middle School Dropout Rate is at 0.32% which is below the target of 0.5%
- Metric 3.6 High School Dropout Rate is at 5.4% which is better than the target of 7%
- Metric 3.7 School climate survey student data reflects overall improvement in several key school climate indicators. Data show growth in connectedness and safety but ongoing challenges in meaningful participation, especially for homeless and long-term English learners.
- Action 3.2: Tools such as Parent Square and community liaison staff members drove a continued focus on family connectedness, evidenced by strong community and family participation in events at schools and districtwide.
- Metric 3.2 Local Indicator Priority 3 shows strong efforts in family outreach and communication, but seeks to better engage underrepresented families.
- Action 3.3 and Action 3.4 (LREBG): Students had access to safe, healthy campuses this year thanks to an ongoing partnership with the local Police Department and proactive safety practices. As a result, both suspension rates and expulsion rates continue to drop.
- Metric 3.1 All facilities continue to meet the "good repair" standard
- Metric 3.8 Suspension rate is at 1.7%, which exceeds the target of maintaining 5% or less
- Metric 3.9 Expulsion rate is 0.1% which is below our target of 0.5% or less
- Metric 3.10 All physical health services are maintained as demonstrated by student need.

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

No changes were made to the current goal, metrics, or actions in Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Connectedness	<p>Ensure all students feel connected to their school community, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • Attendance supports • Middle and high school dropout prevention • Access to broad course of study (Visual and Performing Arts programs, elementary music program, free sports physicals, and Outdoor Education) • Positive school climate 	\$4,194,839.00	Yes
3.2	Family Engagement	<p>Ensure positive and transparent family communication.</p> <ul style="list-style-type: none"> • Family Engagement programs • Community Liaisons • Communication Department • Parent Square • Adult Education programs 	\$3,033,438.00	Yes
3.3	School Health & Safety	<p>Provide for a safe, healthy school environment, with an emphasis on student groups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • School Resource Officers • Alternative 2 Suspension program • School Safety • Health services staff 	\$12,277,071.00	Yes
3.4	School Connectedness - LREBG	<p>LREBG Action: Fully Funded by LREBG</p> <p>Ensure community is connected to school using Learning Recovery Emergency Block Grant funds. Increase student enrollment outreach and retention through advertising and community outreach. Focus on enrolling TK and K students.</p> <p>Research shows that students who enter a Transitional Kindergarten program have better literacy and math skills compared to those who enter</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>directly into Kindergarten, and that students who enroll early in school have better social emotional skills, including stronger self-regulation. Self-regulation is a strong predictor of academic success, implying that TK can provide a valuable foundation for future learning.</p> <p>This action is aligned with allowable uses of funds because this accelerates progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.</p> <p>Metric used to monitor the action: Metric 3.2, 3.3, 3.5, 3.6, 3.7 and 3.10</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	During the 2026-27 school year, students at Walter White Elementary School, Argus High School and Endeavor High School will demonstrate growth toward more equitable student outcomes on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was written to describe the strategies implemented by three Ceres USD schools who are receiving Equity Multiplier funds in 2026-27. The following indicators and student groups will be targeted for each school based on the most recent Dashboard results:

1) Walter White Elementary School:

- ELA Indicator (Red: Overall student results and specifically English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.)
- Math Indicator (Red: Overall student results and specifically English Learners, Socioeconomically Disadvantaged students, and Hispanic. Orange: Students with Disabilities.)
- Chronic Absenteeism (Red: Overall student results, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic, and White. Orange: Students with Disabilities.)
- Suspension Rate (Orange: Homeless Youth and Students with Disabilities.)

2) Argus High School:

- ELA Indicator (Orange: Overall student results and specifically Hispanic and Socioeconomically Disadvantaged students)
- Math Indicator (Orange: Overall student results and specifically Hispanic and Socioeconomically Disadvantaged students)
- Graduation Rate (Red: English Learners)
- English Learner Progress Indicator (Overall student results)

-College and Career Indicator (Red: Overall student results and specifically English Learners, Long Term English Learners, Socioeconomically Disadvantaged, and Hispanic students.)

3) Endeavor High School

- College/Career Indicator (Orange: Overall student results and Hispanic and Socioeconomically Disadvantaged students)

The actions within this goal are funded by 2025-26 Equity Multiplier funds and 24-25 carryover funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Walter White Academic Indicator: ELA (Dashboard)	2022-23: All students: 80.4 pts below standard Hispanic: 86.9 pts below standard SED: 81.7 pts below standard EL: 87.9 pts below standard Students with Disabilities: 150.5 pts below standard	2023-24: All students: 96.4 pts below standard Hispanic: 108.5 pts below standard SED: 98.2 pts below standard EL: 109.0 pts below standard Students with Disabilities: 151.7 pts below standard	2024-25: All students: 106.2 pts below standard Hispanic: 113.6 pts below standard SED: 107.9 pts below standard EL: 123.2 pts below standard Students with Disabilities: 156.1 pts below standard	All students: Improve by at least 12 pts Hispanic: Improve by at least 12 pts SED: Improve by at least 12 pts EL: Improve by at least 8 points	All students: decreased 25.8 points Hispanic: decreased 26.7 points SED: decreased 26.2 points EL: declined 35.3 points Students with Disabilities: decreased 5.6 points
4.2	Walter White Academic Indicator: Math (Dashboard)	2022-23: All students: 97.6 pts below standard Hispanic: 101.1 pts below standard SED: 98.6 pts below standard EL: 106.1 pts below standard Students with Disabilities: 172.8 points below standard	2023-24: All students: 100.6 pts below standard Hispanic: 112.8 pts below standard SED: 104.2 pts below standard EL: 109.9 pts below standard Students with Disabilities: 173.8 points below standard	2024-25: All students: 108.0 pts below standard Hispanic: 115.4 pts below standard SED: 112.5 pts below standard EL: 126.0 pts below standard Students with Disabilities: 159.1 points below standard	All students: Improve by at least 12 pts Hispanic: Improve by at least 12 pts SED: Improve by at least 12 pts EL: Improve by at least 8 points	All students: decreased 10.4 points Hispanic: decreased 14.3 points SED: decreased 13.9 points EL: decreased 19.9 points Students with Disabilities: improved 13.7 points
4.3	Walter White Chronic Absenteeism Indicator (Dashboard)	2022-23: All Students: 25.5% Homeless: 49.2% White: 38.8% EL: 18.8% SWD: 33.3%	2023-24: All Students: 23.3% Homeless: 33.0% White: 21.9% EL: 21.6%	2024-25: All Students: 27.8% Homeless: 37.9% White: 34.3% EL: 21.8%	All Students: Maintain 15% or lower rate Homeless: Improve by at least 15%	All Students: improved 2.3% Homeless: improved 11.3% White: improved 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 24.3% SED 26.8%	SWD: 34.1 Hispanic 23.5% SED 24.1%	SWD: 33.3% Hispanic 26.9% SED 28.8%	White: Improve by at least 12% EL: Improve to 12% or lower rate SWD: Improve by at least 15% Hispanic: Improve to 15% or lower rate SED: Improve to 15% or lower rate	EL: decreased 3% SWD: maintained Hispanic decreased 2.6% SED: decreased 2.6%
4.4	Argus Academic Indicator: ELA (Dashboard)	2022-23: All students: 232.7 pts below standard Hispanic: 225.1 pts below standard SED: 237.9 pts below standard	2023-24: All students: 224.9 pts below standard Hispanic: 222.5 pts below standard SED: 230.9 pts below standard	2024-25: All students: 210.4 pts below standard Hispanic: 217.3 pts below standard SED: 211.4 pts below standard	All students: Improve by at least 30 pts Hispanic: Improve by at least 30 pts SED: Improve by at least 30 pts	All groups improved to Orange. All students: Improved 22.3 points Hispanic: Improved 7.8 points SED: Improved 26.5 points
4.5	Argus Academic Indicator: Math (Dashboard)	2022-23: All students: 294.6 pts below standard Hispanic: 299.1 pts below standard SED: 296.2 pts below standard	2023-24: All students: 276.9 pts below standard Hispanic: 273.9 pts below standard SED: 278.1 pts below standard	2024-25: All students: 261.8 pts below standard Hispanic: 265.9 pts below standard SED: 260.7 pts below standard	All students: Improve by at least 30 pts Hispanic: Improve by at least 30 pts SED: Improve by at least 30 pts	All groups improved to Orange. All students: Improved 32.8 points Hispanic: Improved 33.2 points SED: Improved 35.5 points
4.6	Argus Graduation Rate Indicator (Dashboard)	2022-23: All students: 63.6% English Learners: 67.7%	2023-24: All students: 66.7%	2024-25: All students: 72.0%	Increase to at least 70% for all groups	All students: Improved 8.4%. meeting target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 64.6% SED: 62.6% 2023-24: LTEL: 56.8%	English Learners: 55.6% Hispanic: 67.6% SED: 66.4% LTEL: 56.8%	English Learners: 67.3% Hispanic: 72.0% SED: 71.3% LTEL: 68.6%		English Learners: Decreased 0.4% Hispanic: Improved 7.7%, meeting target SED: Improved 8.7% meeting target LTEL: Improved 11.8%
4.7	Argus Suspension Rate Indicator (Dashboard)	2022-23: All students: 6.6% SED: 6.5%	2023-24: All students: 6.7% SED: 6.8%	2024-25: All students: 2.8% SED: 3.1%	Improve to below 5% for all groups	All students: Decreased 3.8%, meeting target, Green SED: Decreased 3.4%, meeting target, Green
4.8	Argus English Learner Progress Indicator (Dashboard)	2022-23: All students: 17.1%	2023-24: All students: 21.9%	2024-25: All students: 30.4%	All students: Improve by 12%	All students: Improved 13.3%, Orange
4.9	Endeavor College Career Indicator (Dashboard)	2022-23: All students: 4.1% prepared Hispanic: 3.4% prepared SED: 4.5% prepared	2023-24: All students: 3.4% prepared Hispanic: 4.1% prepared SED: 3.9% prepared	2024-25: All students: 8.8% prepared Hispanic: 8.6% prepared SED: 9.0% prepared	Improve to at least 10% for all groups	All students: Increased 4.7% Hispanic: Increased 5.2% SED: Increased 4.5%
4.10	Argus College Career Indicator (Dashboard)	2022-23: All students: 1.7% prepared Hispanic: 1% prepared SED: 1.8% prepared English Learners: 0% prepared	2023-24: All students: 3.4% prepared Hispanic: 4.1% prepared SED: 3.9% prepared	2024-25: All students: 0% prepared Hispanic: 0% prepared SED: 0% prepared English Learners: 0% prepared	Improve to at least 10% for all groups	All groups improved to Orange. All students: Decreased 1.7% Hispanic: Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 0% prepared	LTEL: 0% prepared		SED: Decreased 1.8% English Learners: No change LTEL: No change
4.11	Walter White English Language Progress Indicator (Dashboard)	2022-23: All English Learners: 53.5%	2023-24 Baseline Year: All English Learners: 29.2%	2024-25: All English Learners: 46.6%	Increase to at least 50%	Increased 17.4% to Green from baseline year 23-24.

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

Successful Implementation:

- Action 4.1: Walter White Elementary School Equity Multiplier Support - Successfully installed a full-time, site-specific instructional coach, an assistant principal, and extra intervention teachers. The school also purchased safe campus supports, increased Professional Learning, and additional instructional materials.
- Action 4.3: Endeavor Alternative Learning Center Equity Multiplier Support - Successfully provided supplies to support students, including incentives and community building activities for this largely independent study high school. Also provided counseling services for students and professional learning for staff.

Modified Implementation:

- Action 4.2: Argus Continuation High School Equity Multiplier Support - The school hired an administrative assistant to help with school safety, attendance, and counseling using Equity Multiplier in 2025-26, affecting how funds were spent.

All actions were implemented.

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

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

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

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

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

Somewhat Effective

Action 4.2: Argus Continuation High School implemented strategic teaching strategies meant to build engagement from its specialized population. Overall, Argus High School some increases in SBAC scores as a result of this focus. The counseling program originally included through Equity Multiplier funds proved less effective than hoped, and is therefore no longer in place.

-Metric 2.9 Since the baseline year, Argus High School demonstrated significant positive growth by completely exiting the lowest performance band in Math, English Learner Progress, and Suspension Rates, while narrowing red dashboard metrics in English Language Arts down to a single subgroup by 2025. Limited growth is evident in College and Career Readiness and Graduation Rates.

Action 4.3: Endeavor Alternative Education Center also implemented focused strategies to build engagement. As a result, Endeavor's College and Career Indicators increased. Meeting the goal of this indicator remains a challenge to be addressed at an Alternative Learning School. The counseling program originally included through Equity Multiplier funds proved less effective than hoped, and is therefore no longer in place.

-Metric 2.9 Endeavor High School exited the lowest performance band in ELA, Math, and CCI and now has no red indicators in any area.

Not Yet Effective

Action 4.1: Walter White Elementary School grew this year in their implementation of strong teaching strategies, PBIS strategies, and MTSS processes. Walter White data suggests that most dashboard data is still declining during this phase of initiation, with the exception of improvement in English Learner Progress.

-Metric 2.9 Walter White Elementary School shows a lack of growth, with core academic deficits in English Language Arts and Math continuing during the initiation of new teaching practices. While English Learner Progress showed positive trends by exiting the lowest Dashboard performance band in 2025, Chronic Absenteeism data worsened. Ultimately, red indicators in core academics and attendance demonstrate that performance struggles persist while the school transitions with implementation of new systems, processes, and strategies.

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

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

RED METRICS

- Action 4.1: Increased cost of supplemental materials for intervention added cost.
- Action 4.2: Added Administrative Assistant; removed Community Liaison, Student Counseling Services, and paraprofessional academic support.
- Action 4.3: Removed Student Counseling Services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Walter White Equity Multiplier support	Provide support to improve in the targeted indicators and student groups. <ul style="list-style-type: none"> • Full-time Instructional Coach and professional learning • Supplemental instruction materials • Tier 2 support for classroom teachers • PBIS supports (student awards/recognition) • Assistant Principal • Safe and Inviting Campus Environment: student incentives, school community building resources (creative seating, activities, beautification, etc.) • Academic off campus experiences or learning opportunities 	\$767,924.00	No
4.2	Argus Equity Multiplier support	Provide support to improve in the targeted indicators and student groups. <ul style="list-style-type: none"> • Administrative Assistant to support attendance, safety, and counseling • Safe and Inviting Campus Environment: Campus Supervisor, student incentives, school community building resources (creative seating, activities, beautification, etc.) • Professional Learning and training for faculty • Access to broad course of study, including a focus on career readiness • Materials and Supplies (supplemental learning, career focused learning experiences, etc.) 	\$321,447.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Academic engagement supports through staffing and contracted providers • Attendance support, including extra transportation for students • Off Campus College and Career Readiness experiences 		
4.3	Endeavor Equity Multiplier support	<p>Provide support to improve in the targeted indicators and student groups.</p> <ul style="list-style-type: none"> • Instructional supplies for tutoring, intervention, and access to broad course of study • Student investment through incentives, community building activities, on campus community spaces, etc. • Professional Learning for faculty • Academic engagement supports through extra staffing and contracted providers • Off Campus College and Career Readiness experiences 	\$198,429.00	No

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
\$55,072,892	\$6,881,005

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.039%	0.000%	\$0.00	37.039%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard Graduation Rate Indicator shows the need to support unduplicated students in earning a high school diploma.</p> <p>Scope: LEA-wide</p>	<p>Providing this action LEA-wide ensures unduplicated students have access to programs that will help them meet high school graduation requirements.</p>	
2.1	<p>Action: MTSS (Multi-Tiered System of Support)</p> <p>Need: Dashboard indicator outcomes demonstrate the need to support unduplicated student groups toward high levels of academic achievement and college/career readiness.</p> <p>Scope: LEA-wide</p>	<p>MTSS teams will monitor progress and provide Academic and Social Emotional-Behavioral Intervention support with and emphasis on student subgroups and schools scoring very low on the 2023 California Dashboard. This has a direct impact on whether or not unduplicated students achieve growth on Dashboard indicators.</p> <p>Providing this action LEA-wide ensures that unduplicated student groups and students performing in the red/low areas of the Dashboard (see Attachment #1) will receive support through an MTSS system that facilitates growth on the Dashboard indicators.</p>	<p>2.3 Academic Indicator/Student groups: ELA; 2.4 Academic Indicator/Student groups: Math; 2.5 Academic Indicator/Student groups: Science; 2.6 Social Emotional Behavioral program measures 2.9 CA Dashboard Indicators in Red for all schools and student groups</p>
2.2	<p>Action: Unduplicated student funding</p> <p>Need: The following data from the CA School Dashboard indicate a need for supporting unduplicated students:</p> <ul style="list-style-type: none"> • Socioeconomically Disadvantaged students: Orange (ELA), Low (CCI) • English Learners: Red (ELA, Math); Orange (Suspension rate, Graduation rate); Low (CCI) 	<p>Unduplicated student funding allows sites to provide supports and evidence based interventions to improve achievement in ELA, Math and Literacy. Funds provided to sites based on unduplicated student counts have a direct impact on whether or not unduplicated students achieve improved dashboard outcomes, particularly in academic achievement and college/career readiness.</p> <p>Providing this action LEA-wide ensures that unduplicated students will receive additional support targeting their unique needs, specifically in</p>	<p>2.7 CA Dashboard Indicators in Orange, Red, and Low for Unduplicated Student Groups</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Foster Youth: Red (Chronic Absenteeism); Orange (Suspension Rate, ELA, Math) <p>Scope: LEA-wide</p>	the areas of academic achievement and college/career readiness.	
2.5	<p>Action: Students with Disabilities support</p> <p>Need: Dashboard indicator outcomes demonstrate the need to support unduplicated student groups toward high levels of academic achievement and college/career readiness. Dually identified students require additional targeted resources in order to achieve expected academic outcomes.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated student funding allows sites to provide supports and evidence based interventions to improve achievement in ELA, Math and Literacy. Funds provided to sites based on unduplicated student counts have a direct impact on whether or not unduplicated students achieve improved dashboard outcomes, particularly in academic achievement and college/career readiness.</p> <p>Providing this action LEA-wide ensures that dually identified unduplicated students will receive additional support targeting their unique needs, specifically in the areas of academic achievement and college/career readiness.</p>	2.3 Academic Indicator/Student groups: ELA; 2.4 Academic Indicator/Student groups: Math; 2.5 Academic Indicator/Student groups: Science; 2.6 Social Emotional Behavioral program measures 2.9 CA Dashboard Indicators in Red for all schools and student groups
3.1	<p>Action: School Connectedness</p> <p>Need: Dashboard Indicators demonstrate the need to focus on School Connectedness, which has a significant impact on absenteeism, suspension and graduation rates of unduplicated students. Chronic Absenteeism rates continue to exceed pre-COVID levels, despite improvement from 2022. Graduation rates declined slightly, although Ceres USD remains in the yellow on the Dashboard. Suspension rates have</p>	<p>Providing opportunities for students to connect to their school community through attendance supports, dropout prevention programs, access to broad course of study, and positive school climate has a direct impact on whether or not unduplicated students feel connected to their schools.</p> <p>Providing this action LEA-wide ensures that unduplicated students remain connected to school in order to be successful.</p>	2.9 CA Dashboard Indicators in Red for all schools and student groups; 3.3 School attendance rate; 3.4 Chronic Absenteeism rate; 3.5 Middle school dropout rate; 3.6 High school dropout rate; 3.7 School Climate survey

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

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

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

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	148,690,581	55,072,892	37.039%	0.000%	37.039%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$62,706,504.00	\$36,352,710.00	\$0.00	\$1,962,475.00	\$101,021,689.00	\$65,195,894.00	\$35,825,795.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$16,162,175.00	\$4,000.00	\$14,431,974.00	\$179,014.00		\$1,555,187.00	\$16,166,175.00	
1	1.2	High Quality Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,332,674.00	\$10,415,559.00	\$12,048,233.00	\$700,000.00			\$12,748,233.00	
1	1.3	College/Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,123,686.00	\$933,166.00	\$3,056,852.00				\$3,056,852.00	
1	1.4	Graduation Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,277,753.00	\$9,797,156.00	\$205,476.00	\$22,673,971.00		\$195,462.00	\$23,074,909.00	
1	1.5	High Quality Staff - LREBG	All	No			All Schools	Ongoing	\$1,066,430.00	\$0.00		\$1,066,430.00			\$1,066,430.00	
1	1.6	High Quality Instruction - LREBG	All	No			All Schools	2025 - 2027	\$0.00	\$1,411,939.00		\$1,411,939.00			\$1,411,939.00	
2	2.1	MTSS (Multi-Tiered System of Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$13,678,371.00	\$664,442.00	\$11,968,773.00	\$2,374,040.00			\$14,342,813.00	
2	2.2	Unduplicated student funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,732,396.00	\$2,883,280.00	\$6,615,676.00				\$6,615,676.00	
2	2.3	English Learner support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$945,169.00	\$3,800.00	\$948,969.00				\$948,969.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Homeless Youth Support	Students with Disabilities Homeless Youth	No			All Schools	Ongoing	\$172,017.00	\$37,060.00	\$209,077.00				\$209,077.00	
2	2.5	Students with Disabilities support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$582,468.00	\$0.00	\$496,540.00	\$85,928.00			\$582,468.00	
3	3.1	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,007,647.00	\$1,187,192.00	\$1,532,798.00	\$2,662,041.00			\$4,194,839.00	
3	3.2	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,445,046.00	\$588,392.00	\$1,710,134.00	\$1,111,478.00		\$211,826.00	\$3,033,438.00	
3	3.3	School Health & Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,990,578.00	\$7,286,493.00	\$9,482,002.00	\$2,795,069.00			\$12,277,071.00	
3	3.4	School Connectedness - LREBG	All	No			All Schools	2025-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
4	4.1	Walter White Equity Multiplier support	All	No			Specific Schools: Walter White	2025-26	\$395,386.00	\$372,538.00		\$767,924.00			\$767,924.00	
4	4.2	Argus Equity Multiplier support	All	No			Specific Schools: Argus	2025-26	\$171,959.00	\$149,488.00		\$321,447.00			\$321,447.00	
4	4.3	Endeavor Equity Multiplier support	All	No			Specific Schools: Endeavor	2025-26	\$112,139.00	\$86,290.00		\$198,429.00			\$198,429.00	

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
148,690,581	55,072,892	37.039%	0.000%	37.039%	\$62,497,427.00	0.000%	42.032 %	Total:	\$62,497,427.00
								LEA-wide Total:	\$61,548,458.00
								Limited Total:	\$948,969.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,431,974.00	
1	1.2	High Quality Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,048,233.00	
1	1.3	College/Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,056,852.00	
1	1.4	Graduation Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,476.00	
2	2.1	MTSS (Multi-Tiered System of Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,968,773.00	
2	2.2	Unduplicated student funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,615,676.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	English Learner support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$948,969.00	
2	2.5	Students with Disabilities support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$496,540.00	
3	3.1	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,532,798.00	
3	3.2	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,710,134.00	
3	3.3	School Health & Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,482,002.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$111,129,498.00	\$101,563,867.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High Quality Staff	Yes	\$16,199,686.00	16,024,084
1	1.2	High Quality Instruction	Yes	\$12,902,638.00	9,406,304
1	1.3	College/Career Readiness	Yes	\$2,962,881.00	3,063,017
1	1.4	Graduation Rate	Yes	\$21,601,888.00	21,601,535
1	1.5	High Quality Staff - LREBG	No	\$4,728,029.00	3,494,846
1	1.6	High Quality Instruction - LREBG	No	\$1,358,002.00	1,152,487
2	2.1	MTSS (Multi-Tiered System of Support)	Yes	\$15,051,645.00	14,561,054
2	2.2	Unduplicated student funding	Yes	\$6,952,077.00	6,999,070
2	2.3	English Learner support	Yes	\$1,045,834.00	985,818
2	2.4	Homeless Youth Support	No	\$212,066.00	186,951
2	2.5	Students with Disabilities support	Yes	\$428,787.00	474,117

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	School Connectedness	Yes	\$4,536,514.00	4,468,190
3	3.2	Family Engagement	Yes	\$3,550,398.00	3,365,336
3	3.3	School Health & Safety	Yes	\$17,246,211.00	14,070,490
3	3.4	School Connectedness - LREBG	No	\$1,314,540.00	472,877
4	4.1	Walter White Equity Multiplier support	No	\$580,777.00	688,284
4	4.2	Argus Equity Multiplier support	No	\$278,250.00	315,381
4	4.3	Endeavor Equity Multiplier support	No	\$179,275.00	234,026

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)
\$54,539,296	\$68,367,820.00	\$60,908,276.00	\$7,459,544.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High Quality Staff	Yes	\$14,537,203.00	14,361,601		
1	1.2	High Quality Instruction	Yes	\$12,202,638.00	8,706,304		
1	1.3	College/Career Readiness	Yes	\$2,962,881.00	3,063,017		
1	1.4	Graduation Rate	Yes	\$204,133.00	203,780		
2	2.1	MTSS (Multi-Tiered System of Support)	Yes	\$12,172,633.00	11,682,042		
2	2.2	Unduplicated student funding	Yes	\$6,952,077.00	6,999,070		
2	2.3	English Learner support	Yes	\$1,045,834.00	985,818		
2	2.5	Students with Disabilities support	Yes	\$428,787.00	474,117		
3	3.1	School Connectedness	Yes	\$1,806,935.00	1,738,611		
3	3.2	Family Engagement	Yes	\$1,914,641.00	1,729,579		
3	3.3	School Health & Safety	Yes	\$14,140,058.00	10,964,337		

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)
\$145,543,080	\$54,539,296	0.00%	37.473%	\$60,908,276.00	0.000%	41.849%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 #
<ul style="list-style-type: none">• 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:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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

[illegible]

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

Red Dashboard Indicators by Site/Group

Metric to Measure Progress		2.3, 2.4, 2.5, 2.9			2.3, 2.4, 2.5, 2.9			2.1, 2.2, 2.9			2.9, 3.4			2.9, 3.8			1.14, 2.9			1.7, 2.9		
Action(s) to Address Need		2.1			2.1			2.3			3.1			3.3			1.4			1.3		
		English Language Arts			Math			English Learner Progress			Chronic Absenteeism			Suspension Rate			Graduation Rate			College and Career Indicator		
		Points Below Standard			Points Below Standard			% Making Progress			% of students absent 10% or more days			% Suspended at least one day			% of students who receive a standard High School Diploma			% of High School Students "Prepared"		
		2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Secondary	Blaker-Kinser JH	SWD 133	EL 71.5 LTEL 112.0 SWD 135.7	SWD 135.5	SWD 192.4	EL 138.6 LTEL 176.9 HOM 175.5 SED 201.2	ALL 104.5 HIS 111.1 LTEL 175.2 SED 109.8 SWD 209.5					SWD 29.6% WH 34.0%	HOM 41.5 SWD 32.3 WH 35.3									
	Cesar Chavez JH	EL 104.1 SWD 135.8	SWD 147.6	LTEL 98.3	EL 144.8 SWD 150.8	ALL 109.5 LTEL 166.3 HIS 116.8 SWD 163.9 SED 114.5	WH 116.0					WH 28.6%	SWD 27.6 WH 32.1			WH 13.2						
	Mae Hensley JH	ALL 71.5 EL 90.0 HIS 73.6 SED 75.4 SWD 177.8			EL 133.6 HIS 106.8 SWD 204.4	ALL 100.6 EL 131.5 LTEL 164.8 HIS 104.2 SED 105.0 SWD 210.8	ALL 102.9 HIS 104.5 SED 106.8 WH 95.4					HOM 43.8% WH 31.9%	SWD 25.8		HOM 14.0%							
	Central Valley HS	EL 108.9 SWD 152.3		LTEL 117.1	ALL 116.0 EL 193.0 HIS 120.3 SED 122.4 WH 133.3		LTEL 204.2 SWD 203.6	EL 39.7%						SWD 16.6%							SWD 8.7%	
	Ceres HS	EL 117.7		LTEL 102.7		HIS 117.6 LTEL 196.6 SED 117.6 SWD 186.6								AA 16.2% HOM 13.8%			SWD 58.3%	SWD 67.6%	SWD 65.2%			
	Argus HS	ALL 232.7 HIS 225.1 SED 237.9	HIS 222.5		ALL 294.6 HIS 299.1 SED 296.2			EL 17.1%						ALL 6.6% SED 6.5%			ALL 63.6% EL 67.7% HIS 64.6% SED 62.6%	ALL 66.7% EL 55.6% LTEL 56.8% HIS 67.6% SED 66.4%	EL 67.3%	Very Low ALL 1.7% EL 0% HIS 1% SED 1.8%	ALL 0.0% EL 0% HIS 0% SED 0%	ALL 0.0% EL 0% LTEL 0% HIS 0% SED 0%
	Endeavor HS		ALL 63.7			ALL 200.1													Very Low ALL 4.1% HIS 3.4% SED 4.5%	ALL 3.4% HIS 4.1% SED 3.9%		

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

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

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

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

	May 2024 Elementary Students (4870 students)	May 2025 Elementary (5450 students)	May 2026 Elementary (3530 students)	May 2027	Current Difference From Baseline	May 2024 Jr. High Students (1887 students)	May 2025 Jr. High (1585 Students)	May 2026 Jr. High (1520 students)	May 2027 Jr. High	Current Difference From Baseline	May 2024 High School Students (2088 students)	May 2025 High School (2115 Students)	May 2026 High School (2158 students)	May 2027	Current Difference From Baseline
Academic Behavior	70%	70%	70%		no change	63%	62%	67%		4% increase	64%	69%	71%		7% increase
Emotional Behavior	78%	80%	80%		2% increase	81%	80%	83%		1% increase	82%	83%	87%		5% increase
Social Behavior	73%	76%	80%		7% increase	79%	79%	88%		9% increase	84%	85%	90%		6% increase

Baseline May 2024

Elementary Students includes grades 2-6 only

Elementary and Secondary % reflects students "Not At Risk"

SEL Competency - Staff Results

Goal for Staff: 5-10% increase per year

	Fall 2023 Staff Priorities*	Fall 2024	Spring 2025	Spring 2026	Current Difference From Baseline	Fall 2023 Staff Familiarity**	Fall 2024	Spring 2025	Spring 2026	Current Difference From Baseline	Fall 2023 Staff Confidence***	Fall 2024	Spring 2025	Spring 2026	Current Difference From Baseline
Self-awareness	72%	70%	68%		-4%	54%	57%	60%		+ 6%	41%	49%	52%		+ 11%
Self-management	78%	75%	77%		-1%	53%	58%	61%		+ 8%	46%	51%	53%		+ 7%
Social awareness	67%	66%	65%		-2%	54%	56%	60%		+ 6%	41%	48%	51%		+ 10%
Relationship skills	74%	69%	69%		-5%	54%	58%	61%		+ 7%	47%	52%	54%		+ 7%
Responsible decision-making	83%	83%	81%		-2%	57%	61%	63%		+ 6%	51%	56%	59%		+ 8%

Baseline Fall 2023

* % reflects answers of "large priority"

** % reflects answers of "extremely familiar" or "very familiar"

*** % reflects answers of "extremely confident" or "very confident"

	Attachment #3: 3.7 Local Climate Survey - California Healthy Kids Survey																			
	CHKS - Students																			
	2026-2027 Target Outcome: Improve 3% per year; Maintain 70% or higher																			
	Elementary						Junior High					High School					Student Groups			
		23-24	24-25	25-26	26-27	Current Difference from Baseline	23-24	24-25	25-26	26-27	Current Difference from Baseline	23-24	24-25	25-26	26-27	Current Difference from Baseline	23-24	24-25	25-26	Current Difference from Baseline
	# of respondents	992	705	700		-292	832	899	956		79	1,945	1,615	1,842		-284				
	Caring adults in school	70%	69%	71%		+ 1%	52%	55%	56%		+ 4%	55%	57%	59%		+ 4%	Secondary Students EL 52% (388) LTEL 51% (129) SWD 61% (157) Foster -67% (7) Homeless 46% (246)	Secondary Students EL -54% (297) LTEL - 52% (75) SWD - 55% (91) Foster - no data Homeless - 47% (191)	Secondary Students EL 58% (212) LTEL 49% (117) SWD 59% (130) Foster no data Homeless no data	Secondary Students EL +6% LTEL -2% SWD -2% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 52% (2,107) White 66% (233) African American 58% (126)	Elementary and Secondary Students Hispanic 60% (2,465) White 64% (248) African American - no data	Elementary and Secondary Students Hispanic 61% (2,393) White 70% (234) African American - no data	Elementary and Secondary Students Hispanic +9% White +4% African American - no data
	High expectations	83%	81%	83%		no change	65%	71%	71%		+ 6%	66%	68%	70%		+ 4%	Secondary Students EL 66% (388) LTEL 68% (129) SWD 76% (157) Foster 77% (7) Homeless 56%(246)	Secondary Students EL - 67% (299) LTEL - 58% (75) SWD - 58% (92) Foster - no data Homeless - 63% (193)	Secondary Students EL 69% (212) LTEL 65% (117) SWD 69% (130) Foster no data Homeless no data	Secondary Students EL +3% LTEL -3% SWD -7% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 64% (2,107) White 76% (233) African American 69% (126)	Elementary and Secondary Students Hispanic 73% (2,465) White 75% (247) African American - no data	Elementary and Secondary Students Hispanic 74% (2,393) White 93% (234) African American - no data	Elementary and Secondary Students Hispanic +10% White +17% African American - no data
	Meaningful participation in school	41%	41%	41%		no change	21%	25%	24%		+ 3%	23%	20%	25%		+ 2%	Secondary Students EL 27% (388) LTEL 26% (129) SWD 28% (157) Foster 45% (7) Homeless 21% (246)	Secondary Students EL -30% (291) LTEL - 23% (74) SWD - 25% (91) Foster - no data Homeless - 23% (188)	Secondary Students EL 25% (212) LTEL 21% (117) SWD 31% (130) Foster no data Homeless no data	Secondary Students EL -2% LTEL -4% SWD +3% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 22% (2,107) White 28% (233) African American 22% (126)	Elementary and Secondary Students Hispanic 27% (2,451) White 35% (195) African American - no data	Elementary and Secondary Students Hispanic 30% (2,393) White 37% (234) African American - no data	Elementary and Secondary Students Hispanic +8% White +9% African American - no data
	School connectedness	73%	70%	73%		no change	56%	58%	62%		+ 6%	53%	60%	58%		+ 5%	Secondary Students EL 53% (388) LTEL 50% (129) SWD 57% (157) Foster 69% (7) Homeless 49% (246)	Secondary Students EL - 58% (290) LTEL - 51% (71) SWD - 54% (88) Foster - no data Homeless - 52% (189)	Secondary Students EL 57% (212) LTEL 50% (117) SWD 55% (130) Foster no data Homeless no data	Secondary Students EL +4% LTEL -no change SWD -2% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 54% (2,107) White 57% (233) African American 50% (126)	Elementary and Secondary Students Hispanic 63% (2,436) White 63% (249) African American - no data	Elementary and Secondary Students Hispanic 67% (2,393) White 67% (234) African American - no data	Elementary and Secondary Students Hispanic +13% White +10% African American - no data
	Academic motivation	81%	81%	77%		- 4%	66%	67%	69%		+ 3%	63%	67%	66%		+ 3%	Secondary Students EL 66% (388) LTEL -66% (129) SWD 63% (157) Foster - 88% (7) Homeless 63% (246)	Secondary Students EL - 68% (304) LTEL - 57% (77) SWD - 63% (91) Foster - no data Homeless - 61% (195)	Secondary Students EL 73% (212) LTEL 62% (117) SWD 65% (130) Foster no data Homeless no data	Secondary Students EL +7% LTEL -4% SWD +2% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 64% (2,107) White 59% (233) African American 58% (126)	Elementary and Secondary Students Hispanic 72% (2,451) White 65% (248) African American % no data	Elementary and Secondary Students Hispanic 71% (2,393) White 68% (234) African American - no data	Elementary and Secondary Students Hispanic +7% White +9% African American - no data
	School Safety	80%	71%	78%		- 2%	52%	63%	65%		+ 3%	55%	68%	70%		+ 15%	Secondary Students EL 53% (388) LTEL 51% (129) SWD 59% (157) Foster 100% (7) Homeless 1% (246)	Secondary Students EL - 62% (813) LTEL - 50% (70) SWD - 55% (82) Foster - no data Homeless- 58% (179)	Secondary Students EL 64% (212) LTEL 55% (117) SWD 64% (130) Foster no data Homeless no data	Secondary Students EL +11% LTEL +4% SWD +5% Foster no data Homeless no data
																	Elementary and Secondary Students Hispanic 64% (2,107) White 66% (233) African American 57% (126)	Elementary and Secondary Students Hispanic 69% (2,324) White 70% (234) African American - no data	Elementary and Secondary Students Hispanic 71% (2,393) White 76% (234) African American - no data	Elementary and Secondary Students Hispanic +7% White +10% African American - no data
	Baseline 2023-24 results Elementary % reflects answers of “Yes, all of the time” and “Yes, most of the time.” Secondary % reflects answers of “Very much true,” “Pretty much true” or “Strongly agree,” “Agree,” or “Very safe” or “Safe”																			

CHKS - Staff 2026-2027 Target Outcome: Improve 3% per year; Maintain 70% or higher						CHKS - Parent and Family Baseline established in 24-25											
Staff						Parent and Family											
	23-24	24-25	25-26	26-27	Current Difference from Baseline		23-24	24-25	25-26	26-27							
# of respondents	748	573	686		- 61		# of respondents	478	723								
School Connectedness	94%	90%	88%		- 6%		School Connectedness	92%	93%								
School Safety	94%	95%	93%		- 1%		School Safety	92%	93%								
Baseline 2023-24 results Staff % reflects answers of "Strongly Agree," or "Agree."						Baseline will be established in 24-25 Parent and Family% reflects answers of "Strongly Agree," or "Agree."											