LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ernest Kimme Charter Academy

CDS Code: 48 70573 0135095

School Year: 2026-27

LEA contact information:

Ami Blackstone

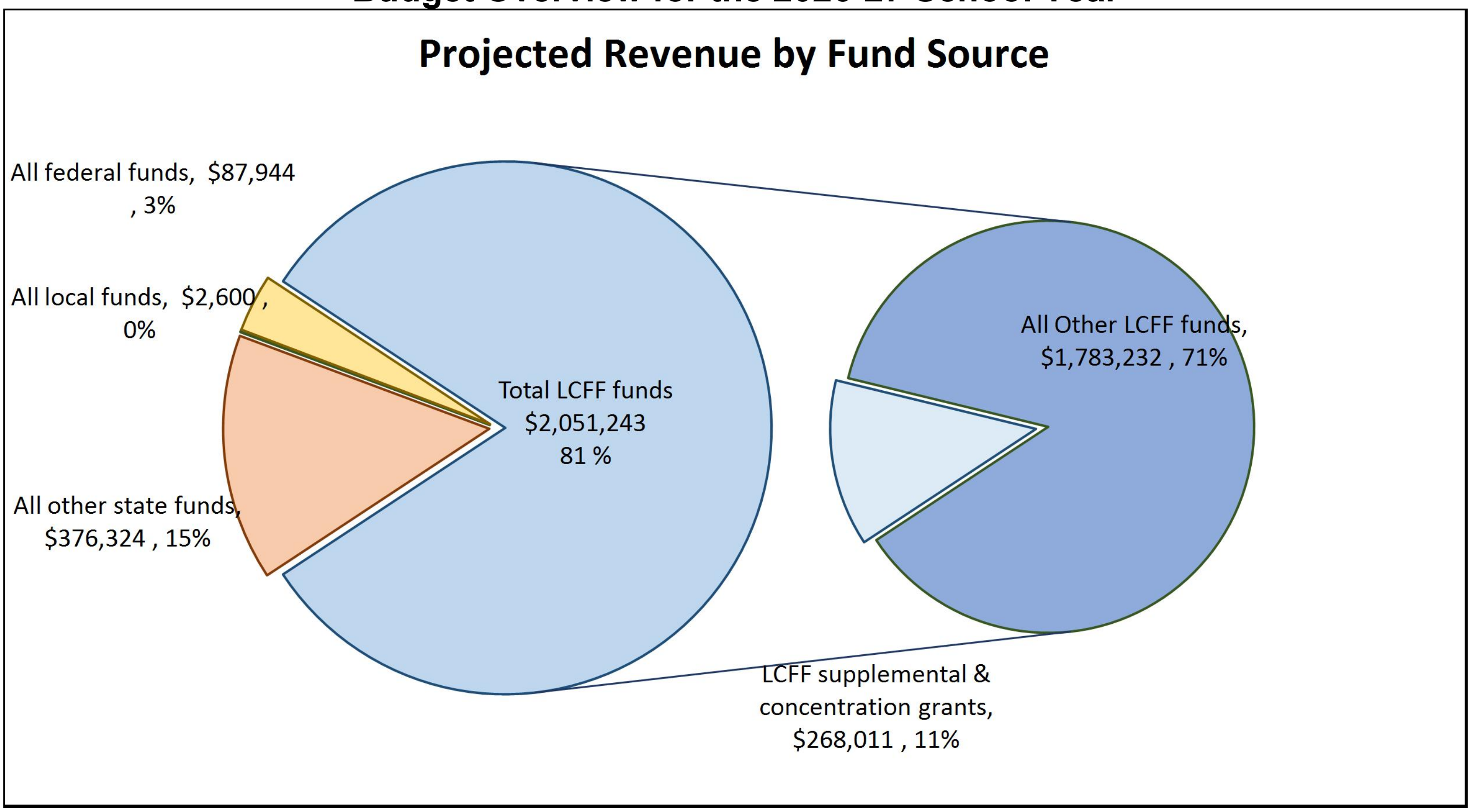
Ernest Kimme Charter Academy Principal

ablackstone@vacavilleusd.org

707-453-6215

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

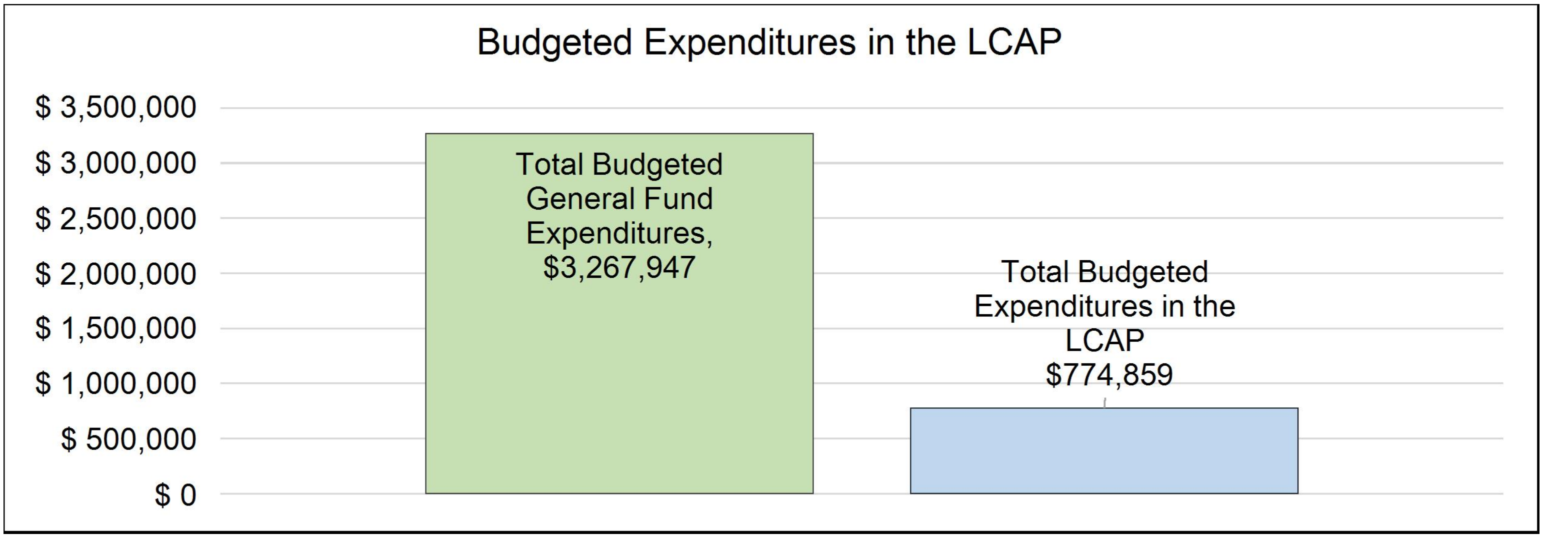


This chart shows the total general purpose revenue Ernest Kimme Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ernest Kimme Charter Academy is $2,518,111, of which $2,051,243 is Local Control Funding Formula (LCFF), $376,324 is other state funds, $2,600 is local funds, and $87,944 is federal funds. Of the $2,051,243 in LCFF Funds, $268,011 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 Ernest Kimme Charter Academy 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: Ernest Kimme Charter Academy plans to spend $3,267,947 for the 2026-27 school year. Of that amount, $774,859 is tied to actions/services in the LCAP and $2,493,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

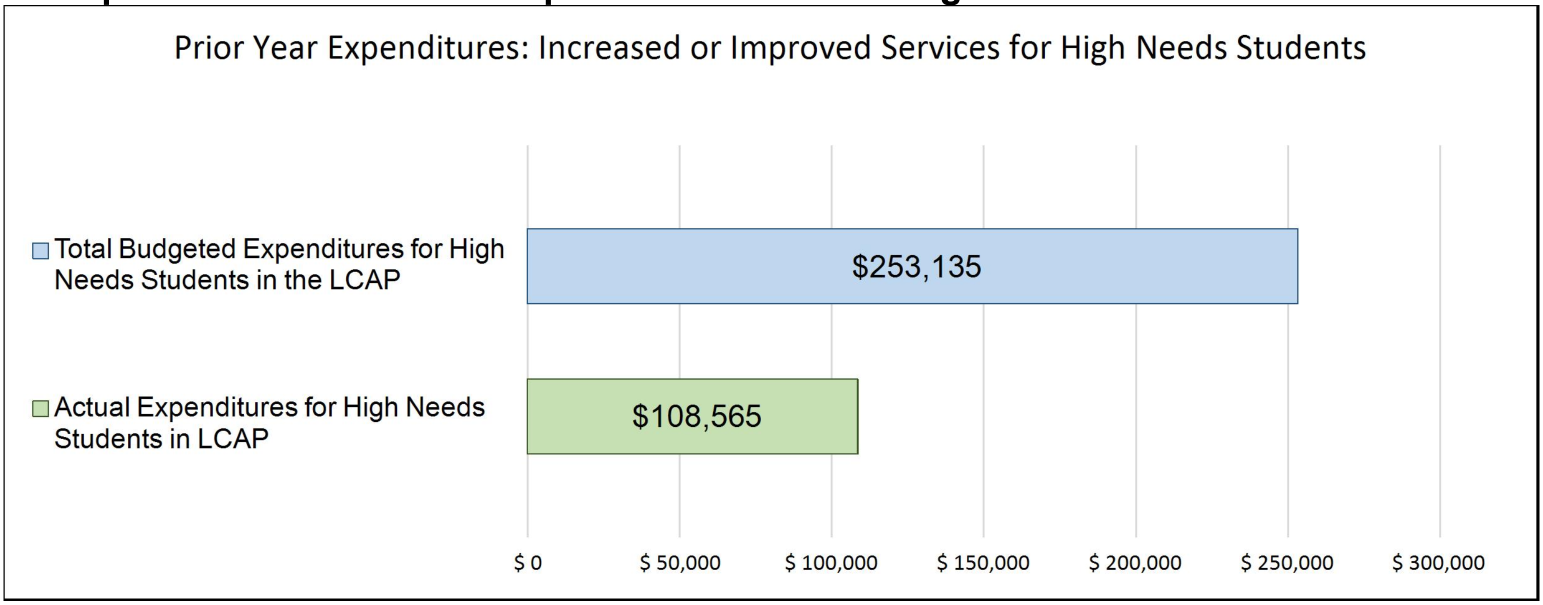
The General Fund Expenditures not included in this LCAP represent expenses related to the basic running of the school building. Expenditures that are tied to the functioning of the facility and providing basic services for our students are not represented in our LCAP. Staff salaries that are not tied to specific goals as also funded out of the general fund. This current plan also does not reflect various miscellaneous general expenditures that will occur due to standard operating costs.

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

In 2026-27, Ernest Kimme Charter Academy is projecting it will receive $268,011 based on the enrollment of foster youth, English learner, and low-income students. Ernest Kimme Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Ernest Kimme Charter Academy plans to spend $362,879 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 Ernest Kimme Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ernest Kimme Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ernest Kimme Charter Academy's LCAP budgeted $253,135 for planned actions to increase or improve services for high needs students. Ernest Kimme Charter Academy actually spent $108,565 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $144,570 had the following impact on Ernest Kimme Charter Academy’s ability to increase or improve services for high needs students:

The total actual expenditures ended up being less then originally allocated because of different funding sources that became available to Kimme. These supplamental dollars were able to be used to support increasing and improving services for high needs students.

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
Ernest Kimme Charter Academy	Ami Blackstone Ernest Kimme Charter Academy Principal	ablackstone@vacavilleusd.org 707-453-6215

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.

Ernest Kimme Charter Academy (EKCA) is a school in the Vacaville Unified School District that serves students in grades 10-12 who are focused on credit recovery or acceleration in order to meet their goals of graduation. The focus of the school is on the areas of career and life readiness. The school draws its population from all of Solano County but primarily from Vacaville and Travis Unified School Districts. The student population is a diverse population. 72% of students are Socio-Economically Disadvantaged, 19% are students with disabilities, 21% English Language Learners, and 3% Foster/Homeless Youth. EKCA's major student populations by ethnicity are 56% Latinex, 22% White, and 10% Black. A majority of the student population is consider "at-promise" due to credit deficiencies from their previous schools.
EKCA has a staff of 24 with 1 admin, 1 counselor, 11 teachers, and 12 support staff. Support staff consist of 2 secretaries, 1 campus supervisor, 2 custodians, 1 paraeducator, and a variety of other part time positions. EKCA does have a .4 Mental Health Clinician that is funded through Title 1 funds. EKCA staff are a fully credentialed teachers and content experts in the courses that they teach. EKCA offers students a comprehensive course load that includes what they would receive at the traditional school but with electives that focus on preparing students for life after high school. Students are also exposed to various hands on career based experiences in the areas of healthcare, emergency response, cosmetology, and building trades. These experiences give students the opportunity to learn about various careers of interest and complete some hands on training to help them decide if this is the career path for them. Through the use of community partnerships, EKCA students have been able to receive mentorship from career professionals.
Kimme WRAP was also identified as an Equity Multiplier school and received an additional $270,000.00 to use to support student learning.

Reflections: Annual Performance

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

Based on the California Dashboard for 2025, EKCA had the following data reported:
Chronic Absenteeism Rate: 72%
Grad Rate: 62.9%; GROUPS IN RED: Socioeconomically Disadvantaged, Latino, White
CAASP ELA: decreased by 46 points, moved from orange to red; GROUPS IN RED: Socioeconomically Disadvantaged and Latino
CAASP Math: decreased by 36 points, moved from orange to red overall for all learners
EL Progress: increased by 22.5%
College Career Readiness: 1%; GROUPS IN RED: Socioeconomically Disadvantaged, Latino, White
Suspension Rate: 9%; GROUPS IN RED: Socioeconomically Disadvantaged and Latino

EKCA has seen successes in the areas of chronic absenteeism reduction, increasing the progress of English Language Learners as well as the climate/culture on campus in the past year. Even though the chronic absenteeism rate has been decreasing over the last 2 years, EKCA continues to focus on attendance rate. Along with this EKCA continued to work on improving student graduation rate, and college/career readiness. These areas of need were also identified through various surveys and meetings with our educational partners.

Reflections: Technical Assistance

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

Ernest Kimme Charter Academy is working with Solano County Office of Education to support improvement in graduation rate and college career readiness. 2022-2023 dashboard data showed a EKCA in the rad for chronic absenteeism, graduation rate, and College Career Readiness. EKCA completed a Fidelity Inventory Assessment with the support of the County Office of Education to evaluate current practices and highlight areas of growth. As a result of the FIA assessment, EKCA will be focusing on student engagement, career readiness, and social emotional learning.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parents	Survey, School Site Council, WASC focus group
Students	Survey, student meetings, WASC focus group
Staff	Survey, Staff Meeting discussions, WASC focus group

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

Based on the survey feedback and conversations with all educational partners, some themes clearly stood out. Student engagement (attendance), career readiness, and mental health were the 3 common areas that all groups cited as needs for the school.
The development of our Equity Multiplier Focus Goal (Goal 4), which focuses on supporting students at Kimme WRAP, was directly shaped by feedback from our educational partners which included families, staff, and students. During feedback sessions, partners consistently emphasized the need to strengthen attendance efforts, student engagement in career based activities, and credit recovery options for students at Kimme. Their insights highlighted gaps in existing programming that could have a significant impact on student attendance and graduation rates. As a result, this goal prioritizes attendance recovery strategies, career exploration programming, and additional credit recovery opportunities.
Partner feedback was instrumental in identifying and validating these focus areas, ensuring the goals address the unique needs of Kimme's student population.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase graduation rate by decreasing the student chronic absenteeism rate and increasing access to career and life readiness courses/experiences.	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.

There is an identified need for increased career and life readiness for the student population. This goal includes increasing graduation rates, decreasing chronic absenteeism and drop out rate, as indicators of student engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services 1. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 2. Pupils in the school have sufficient access to the standards-aligned instructional materials	60% of teachers are appropriately assigned and 100% are fully credentialed. 100% of pupils have sufficient access to standards-aligned instructional materials. 100% of school facilities are in good repair.	80% of teachers are appropriately assigned and 100% are fully credentialed. 100% of pupils have sufficient access to standards-aligned instructional materials.	81% of teachers are appropriately assigned and 100% are fully credentialed. 100% of pupils have sufficient access to standards-aligned instructional materials.	80% of teachers are appropriately assigned and 100% fully credentialed. 100% of pupils have sufficient access to standards-aligned instructional materials.	Increased teacher appropriate assignment by 20% Maintained fully credentialed teachers, access to standards-aligned as well as school facilities in good repair.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. School facilities are maintained and in good repair.		100% of school facilities are in good repair.	100% of school facilities are in good repair.	100% of school facilities are in good repair.	
1.2	Priority 2: Implementation of State Standards 1. The implementation of state board adopted academic content and performance standards for all students. 2. How the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency	State board adopted academic content and performance standards are provided to 100% of students. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum.	State board adopted academic content and performance standards are provided to 100% of students. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum.	State board adopted academic content and performance standards are provided to 100% of students. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum.	State board adopted academic content and performance standards are provided to 100% of students. 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum.	Maintained
1.3	Priority 4: Pupil Achievement 1. Statewide Assessments 2. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or programs of study that align with state board approved career technical educational	1. Statewide Assessment Data 2022-2023 ELA Standard Exceeded: 4% Standard Met: 25.6% Standard Nearly Met: 32% Standard Not Met: 38.4% Math Standard Exceeded: 0	1. Statewide Assessment Data 2023-2024 ELA Standard Exceeded: 6.67% Standard Met: 19.26% Standard Nearly Met: 25.93% Standard Not Met: 48.15% Math	. Statewide Assessment Data 2024-2025 ELA Standard Exceeded: 10.15% Standard Met: 8.7% Standard Nearly Met: 27.54% Standard Not Met: 62.3% Math	Statewide Assessment: increase percent of students who score at standard met for ELA and Math by 3%. CCI data: Increase percent of students identified as prepared by 3% ELPAC Data: increase percent of	Have not met goals for ELA and Math CAASP scores. Have exceeded EL progress goal area Have not met goal for College Career Readiness Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards and framework. 3. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC. 4. English Learner Reclassification rate. 5. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. 6.The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness	Standard Met: 4.03% Standard Nearly Met: 14.5% Standard Not Met: 81.45% UC/CSU Data 2022-2023 5% ELPAC Data 2022-2023 53.8% of students made progress Level 4: 15.38% Level 3: 46.15% Level 2: 30.77% Level 1: 7.69% EKCA does not offer any Advanced Placement courses or exams CCI Data 2022-2023 Prepared: 3% Approaching: 8.3% Not Prepared: 88.8% 32% of students completed at least 1 industry specific certification however, no CA recognized CTE courses are currently offered.	Standard Exceeded: 0 Standard Met: 3.70% Standard Nearly Met: 11.85% Standard Not Met: 84.44% UC/CSU Data 2023-2024 4.9% ELPAC Data 2023-2024 36.4% of students made progress Level 4: 7.14% Level 3: 28.57% Level 2: 64.29% Level 1: 0 EKCA does not offer any Advanced Placement courses or exams CCI Data 2023-2024 Prepared: 5% Approaching: 6.2% Not Prepared: 88.8% _______ Industry specific	Standard Exceeded: 0 Standard Met: 0% Standard Nearly Met: 5.7% Standard Not Met: 94.2% ELPAC Data 2024-2025 58.8% of students made progress Level 4: 16.67% Level 3: 66.67% Level 2: 11.11% Level 1: 5.56% CCI Data 2024-2025 Prepared: 0.9% Approaching: 3.5% Not Prepared: 95.6% 71 students completed 1 industry specific experience	students making progress by 5%. Increase student reclassification rate by 3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Priority 5: Pupil Engagement 1. School Attendance Rates 2. Chronic Absenteeism rates 3. High School Drop Out rates 4. High School Graduation Rates	School Attendance 2022-2023: Chronic Absenteeism 2022-2023: 43.2% Drop Out Rates 2022-2023:38.7% Graduation Rate 2022-2023: 61.3%	School Attendance 2023-2024 Chronic Absenteeism 2023-2024: 60.9% Drop Out Rates 2023-2024: 31% Graduation Rate 2023-2024: 69%	School Attendance 2024-2025 Chronic Absenteeism 2024-2025: 67.4% Drop Out Rates 2024-2025: 37% Graduation Rate 2024-2025: 62.9%	Reduce absenteeism rate by 5% Increase graduation rate by 15%	Goal not met to increase graduation rate by 15% but has increased by 2% Goal not met to reduce chronic absenteeism rate.
1.5	Priority 7: Course Access 1. A broad course of study including courses described under ED sections 512010 and 5122 (a-f) as applicable 2. Programs and services developed and provided to unduplicated pupils 3. Programs and services developed and provided to individuals with exceptional needs	CA Dashboard Data Broad Course of Study 2022-2023: Standard Met All students have access to take a broad course of study that continues to expand in order to meet both district and state graduation requirements. Industry specific certifications in the areas of medical, building trades, emergency services, and cosmetology are available to all students. Programs and Services for unduplicated students: Chromebooks are available to all unduplicated students to support learning on	CA Dashboard Data Broad Course of Study 2023-2024: Standard Met All students have access to take a broad course of study that continues to expand in order to meet both district and state graduation requirements. Industry specific certifications in the areas of medical, building trades, emergency services, and cosmetology are available to all students.	CA Dashboard Data Broad Course of Study 2024-2025: Standard Met All students have access to take a broad course of study that continues to expand in order to meet both district and state graduation requirements. ICTE courses in the areas of medical, building trades, and emergency services are available to all students. Hands on learning experiences for the	A broad course of study including state recognized CTE pathways will show a measurable increase over the 3 year cycle. Programs and services developed and provided to unduplicated pupils will result in no red bands for statistically significant subgroups. Graduation rate for students with disabilities will increase by 3%.	Have expanded hands on learning experiences to 3 official CTE courses that all students have access to. Unduplicated students who are identified as socio-economically disadvantaged do have red band in the areas of College/Career Readiness, Graduation, and Suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		campus and at home. Free breakfast and lunch are provided to students. EKCA has a Fresh Start closet that is available to students that struggle with basic personal necessities due to being unhoused or socio-economically disadvantaged. School supplies are available to any student who needs them and is provided through district and site donations. Mental health supports have been expanded over the past 3 years through both LCAP and Title 1 funding to support the growing number of student mental health needs. Students with exceptional needs are provided additional resources through Life Skills class that gives them both academic and transitional support. Individual check-ins are done via Advisory period to support students in their overall academic progress, A full time para educator	Programs and Services for unduplicated students: Chromebooks are available to all unduplicated students to support learning on campus and at home. Free breakfast and lunch are provided to students. EKCA has a Fresh Start closet that is available to students that struggle with basic personal necessities due to being unhoused or socio-economically disadvantaged. School supplies are available to any student who needs them and is provided through district and site donations. Mental health supports have been expanded through both LCAP and Title 1 funding to support the	area of cosmetology are also available to all students. Programs and Services for unduplicated students: Chromebooks are available to all unduplicated students to support learning on campus and at home. Free breakfast and lunch are provided to students. EKCA has a Fresh Start closet that is available to students that struggle with basic personal necessities due to being unhoused or socio-economically disadvantaged. School supplies are available to any student who needs them and is provided through district and site donations. Mental health supports have		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		is on staff to provide additional support for students with exceptional needs. Students with exceptional needs are also provide career readiness development through Pathful online program and the district Workability Coordinator.	growing number of student mental health needs. Students with exceptional needs are provided additional resources through Life Skills and College/Career Readiness classed that gives them both academic and transitional support. Individual check-ins are done via Advisory period to support students in their overall academic progress. A full time para educator is on staff to provide additional support for students with exceptional needs. Students with exceptional needs are also provide career readiness development through Pathful online program and the district Workability Coordinator.	been expanded through both LCAP and Title 1 funding to support the growing number of student mental health needs. Students with exceptional needs are provided additional resources through Life Skills and College/Career Readiness classed that gives them both academic and transitional support. Individual check-ins are done via Advisory period to support students in their overall academic progress. A full time para educator is on staff to provide additional support for students with exceptional needs. Students with exceptional needs are also provide career readiness development through Pathful		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				online program and the district Workability Coordinator. Grad rate for students with disabilities: increase by 17.4%		
1.6	Priority 8: Pupil Outcomes 1. Percent of students dual enrolled in a college course 2.Percent of dual enrolled students who completed at least 1 course.	Percent enrolled for 2022-2023:15% Percent completed for 2022-2023: 4%	Percent enrolled for 2023-2024:____ Percent completed for 2023-2024: 5%	Percent of students dual enrolled in college course 2024-2025: 12% 2. Percent completed for 2024-2025: 52%	Percent of students enrolling in a college course will increase by 3% Percent of students who completed at least 1 course by 3%	

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 goal is to increase graduation rate by decreasing the student chronic absenteeism rate and increasing access to career and life readiness courses/experiences. In 2024-2025, Kimme added courses focused on key Career Tech Education areas that were of high interest to students: Medical Science, Building Trades, and Public Service & Safety. This is in addition to the increased course offerings in 2023-2024 that focused on helping students plan for life after high school. By having more engaging elective options, it helped students stay on track towards graduation. Kimme also continues to offer students access to online learning which allowed students to take classes beyond the traditional school day to support elective credit completion. Kimme WRAP also had a Solano Community College course on campus to support student development in the College Career Readiness Indicator.

Student attendance continued to be a big struggle, however there was improvement in overall attendance rate. Continuing factors that impacted students attending school are mainly home factors-over sleeping, no ride, having to watch younger siblings. Survey data from both parents and students demonstrate that students feel connected to school and that it is things in their personal lives that get in the way of coming.

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.

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

Based on the data, several subgroups are making progress in the area of graduation rate, and College Career Readiness. Kimme English Learners are making significant progress showing an improvement of 22.5%. Continuing to expand CTE offerings and adding a Year 2 to several of the courses will support overall student improvement on the Dashboard. The actions that are being taken to improve the data in this goal area are effective and will continue to be refined in coming years to support the initial progress.

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

The additional section of credit recovery that was offered through Title 1 dollars will not be offered through this funding source moving forward. Other funding sources, such as Equity Multiplier, will be used to support this section.

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	Maintain and increase staffing for career and life readiness	a. Continue employment of a certificated Work Experience Coordinator to support students in the work force. b. Continue CTE identified course for healthcare by employing a certificated teacher by using supplemental grant dollars such as Learning Block Recovery Emergency Block Grant c. Continue sections of Personal Financial Literacy as well as College & Career Readiness d. Addressing groups in red on CA Dashboard in the area of College & Career Readiness for all students but especially socioeconomically disadvantaged students, Hispanic students, and white students.	$240,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Career Specific Hands-on Experiences	Engaging with community partners to provide students with career based hands-on experiences, expanding students real world and career readiness skills. Areas of focus are emergency response, building trades, and cosmetology	$36,798.00	Yes
1.3	Academic supports	Provide supplemental curriculum, technology and intervention to support our unduplicated populations who do not have academic support in the home. These supports will include staffing for English Language Learners, additional classroom support for students with Special needs and credit recovery, and continued counseling support for academics. Addressing groups in red on CA Dashboard in the area of ELA and Math CAASP performance for all students but especially socioeconomically disadvantaged students, Hispanic students, and white students.	$161,283.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EKCA will continue working towards supporting student social emotional learning and mental health. By increasing student access to mental health services and social emotional learning, student engagement will increase and contribute to a higher graduation rate.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Enhancing school climate will ensure a safe, healthy, welcoming, and inclusive school for all students so that all students attend, ready to learn and engage in post secondary and community interests. The supports that are put into place through Multi-Tiered System of Supports (MTSS) will support students in feeling safe at school, both physically and emotionally. Students who feel cared for and supported at school leads to increased student engagement and increased graduation rates. There is an identified need to continue with mental health services at EKCA based on student, parent, and staff survey data. The Fidelity Inventory Assessment also showed a need for increased professional development in the area of social-emotional learning. While student suspension rates are down, the request for mental health and social emotional groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: Pupil Engagement 1. School Attendance Rates 2. Chronic Absenteeism Rates 3. High School Drop Out Rates 4. High School Graduation Rates	School Attendance 2022-2023 Chronic Absenteeism 2022-2023: 43.2% Drop Out Rates 2022-2023: 38.7% Graduation Rate 2022-2023: 61.3%	School Attendance 2023-2024 Chronic Absenteeism 2023-2024: 60.9% Drop Out Rates 2023-2024: 31% Graduation Rate 2023-2024: 69%	School Attendance 2024-2025 Chronic Absenteeism 2024-2025: 67.4% Drop Out Rates 2024-2025: 37% Graduation Rate 2024-2025: 62.9%	Reduce absenteeism rate by 5% Increase graduation rate by 15%	Absenteeism did not reduce, it actually increased Grad rate did not increase, increased Year 1 but not Year 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 6: Climate 1. Suspension Rate 2. Mental Health Referrals 3. Student Survey Data 4. Parent Survey Data 5. Staff Survey Data	Suspension rate for 2022-2023: 4.6% Care Solace Referrals for 2022-2023: 21 Youth Services Student seen for 2022-2023:8 Students served by Mental Health Clinician for 2022-2023 Student Survey: 87% of students feel mental health needs are being met; 24% of students still feel like more can be done in the area of mental health; 38% state mental health related issues are why they miss school Parent Survey: Good School: 94%, 55% of parents stated social emotional skills was an area of need. Staff data: 83% of teachers stated more mental health services were needed for students.	Suspension rate for 2023-2024: 5.2% Care Solace Referrals for 2023-2024: 16 Youth Services Student seen for 2023-2024: 13 Solano County Mental Health Intern 2023-2024: 13 Students served by Mental Health Clinician for 2023-2024: 46	Suspension rate for 2024-2025:9% Care Solace Referrals for 2024-2025: 2 Youth Services Referrals: Students served by Mental Health Clinician for 2024-2025: 16	Increase access to Mental Health services by 5% Decrease the amount of need for mental health as identified by survey data by 5%	Access to mental health has increased as Title 1 dollars have been used to increase support on campus. Additional interns have been provided by both Solano County Mental Health and the Youth Services department to meet additional needs. Suspension rate did increase however, there is a 1:1 correspondence between number of suspensions and number of students being suspended.

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.

Kimme WRAP was able to maintain the mental health clinician position. Special education maintained the current staffing level due to the number of students with mental health in their IEP's. General education students were still served by mental health professionals but were also supported through various interns and online care programs such as Care Solace. While overall Care Solace referrals were down, more students were able to access in person support through the counselor, mental health clinician and mental health interns that were on campus this year. The interns will be an ongoing support to help the mental health needs on campus. While the number of suspensions did increase, it is a 1:1 correspondence where the number of suspensions is the same as the number of students suspended. There were no repeat suspensions. Main causes for suspension were drug related or fighting. Programming has been added through Youth Rising to address substance use. Conflicts that occurred stemmed from off campus situations as opposed to conflict beginning on campus.

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.

There was a slight decrease in cost for the mental health cliniician due to staffing turnover. Kimme was without a mental health clinician to serve general education systems for the first 3 months of the year.

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

The plan, as stated, is proving to be effective. Based on survey data by students, mental health reasons for missing school have decreased. Students feel like they have trusted adults to connect with at school. The increase in accessing mental health supports on campus has led to students feeling more connected and supported on campus.

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 planning to be made for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health Support	By continuing to maintain Mental Health support time served by Mental Health Clinician and school counselor, using Title 1 allocations, students mental health needs will be able to be met on campus. Through the	$75,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting of these needs for students at school, they are more likely to attend school so they can get the support they need and want. This leads to higher attendance rates and a greater connection to the school community as a whole.		
2.2	Social Emotional Learning Professional Development	Provide Professional Development to all staff in the area of Social Emotional Learning and improving student engagement	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Priorities 3 and 6 Parent and family engagement will foster a positive connection between home and school leading to greater student engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Enhancing parent and family engagement will contribute to an overall positive school climate. Increasing opportunities for families to participate in school activities as well as be informed will improve the overall school community. Families that are engaged typically will have students that are engaged. Student engagement is key to positive attendance and increased graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parent Involvement 1. The effort the school district makes to seek parent input in making decisions for the school district and each individual school site. 2. How the school district will promote parental participation in programs for unduplicated pupils 3. How the school district will promote parental participation in programs	1. 3 parents currently serving on School Site Council. Solicitation for participation in Site Council sent out at beginning of the year. Annual surveys sent to families for input to guide decision making. 2. Opportunities for parents to participate on campus are only at Back to School Night and Parent/Teacher Conferences.	1. 3 parents currently serving on School Site Council. Solicitation for participation in Site Council sent out at beginning of the year. Annual surveys sent to families for input to guide decision making. 2. Opportunities for parents to	1. 3 parents currently serving on School Site Council. Solicitation for participation in Site Council sent out at beginning of the year. Annual surveys sent to families for input to guide decision making. 2. Opportunities for parents to	Increase parent participation in School Site Council by 3%. Increase parent survey participation by 20%. Increase opportunities for celebratory activities around student achievement by 5%	Have not met goals in this area. Parent participation in Site Council has remained the same as baseline. Same for opportunities for on campus participation. Met goals for 504/IEP patricipation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for students with exceptional needs.	3. 100% of IEP and 504 plans are current and up to date. Parents regularly participate in both meetings.	participate on campus are only at Back to School Night and Parent/Teacher Conferences. 3. 100% of IEP and 504 plans are current and up to date. Parents regularly participate in both meetings.	participate on campus are only at Back to School Night and Parent/Teacher Conferences. 3. 100% of IEP and 504 plans are current and up to date. Parents regularly participate in both meetings.		
3.2	Priority 6: School Climate 1. Survey Data	Parent Survey Response to School Climate: 94% feel EKCA is a good school 97% feel EKCA is a safe school 94% feel administration supports students 90% feel like the school gives opportunity to provide input Student Survey Response to School Climate: 95% feel EKCA is a safe school 92% feel they have a trusted adult at school to talk to.		Parent Survey Response to School Climate: 100% feel EKCA is a good school 94% feel EKCA is a safe school 94% feel administration supports students 94% feel like the school gives opportunity to provide input Student Survey Responses to School Climate: 97% feel EKCA is a safe school 85% feel they have a trusted adult at school to talk to	Increase opportunities for parents to provide input by 5%	Increased opportunities for parents to provide input increased by 4%, not quite making the 5% goal but getting very close.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87% feel they know who to go to on campus for mental health needs 92% feel the teachers at EKCA care about them		82% feel they know who to go to on campus for mental health needs 93% feel teachers at EKCA care about them.		

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.

Kimme WRAP has 100% participation in IEP's and 504's. All case managers have regular contact with parents well in advanced of meeting dates so that if changes need to be made, they are done so in enough time to still be in compliance.

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.

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

Due to the growth in Kimme WRAP's student population and the growth in the number of students making Honor Roll each quarter, we were unable to hold parent celebrations as we don't have the facility space for this event anymore. The staff is working on brainstorming ways to be able to facilitate celebrations that parents can be involved with. We have increased internal celebrations for students that have focused around credit production and attendance, all the result of increased student engagement. There is a struggle to get parents to be part of the School Site Council. Meetings have been shifted to an online format to try and accommodate parent work situations as well as the number of meetings have been increased to only provide more opportunities for participation. All other communication is done via email or through Parent Square.

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.

Kimme is planning to add in some spring events to allow for parent participation for those families that enroll at Kimme after the start of the school year and miss the traditional Back to School Night and Parent/Teacher Conferences.

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	Improve parent engagement and school connectedness	Connecting parents and families is important to the success of students. We will be planning and executing parent engagement events to celebrate and support our students. Celebration events help reward students for positive behavior, academic progress, and attendance growth. We are also utilizing district provided home communication tools through Parent Square to keep parents informed with what is happening at school. Connecting with Spanish speaking families has been and will continue to be critical. Office staff members is bilingual and provides a majority of communication and translation for families. Other translation services are also utilized to ensure families of unduplicated student populations are actively engaged in their students learning. Supporting foster/homeless youth is a critical piece to the program, especially as numbers continue to grow. Designated staff support these students by helping to connect them to resources needed to support continued school attendance.	$2,561.00	Yes
3.2	Parent Engagement and School Connectedness activities	Connecting parents is important to the success of students. We will be planning and executing parent engagement night events to celebrate and support students. We will be using some of the time at these events to better educate our parents around attendance and graduation requirements. Celebration events help reward students for positive behavior, academic progress, and attendance growth.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By implementing targeted, culturally responsive, and relationship-centered strategies that remove barriers to consistent school participation and strengthen student connection to school, Kimme WRAP will Increase student attendance and meaningful engagement for identified Equity Multiplier student groups by achieving a 85% attendance rate and a 70% graduation rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students identified for Equity Multiplier funding experience disproportionately higher rates of chronic absenteeism and lower levels of engagement. Improving attendance and engagement is essential to ensuring equitable access to instruction, academic success, and a strong sense of belonging. Student groups that were identified are Socioeconomically Disadvantaged, Latino, and White.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority5: Pupil Engagement: Increase school attendance rate by 5%	2024-2025 82% attendance rate Data Source: Local Student Information System data			87% attendance rate	
4.2	Priority 6: School Climate: Increase school graduation rate by 10% over three years	2024-2025 62.9% graduation rate Data Source: CA Dashboard			73% graduation rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Priority 8: Other Student Outcomes Increase student participation rate related to college/career exploration to 50% over three years	2024-2025 37% of students participated in college/career exploration activities 1% of students were prepared on the College/Career Readiness Indicator Data Source: Locally collected data, CA Dashboard			50% of students participate in college/career exploration activities	

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.

This is a new goal so no analysis is available yet

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.

n/a

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

n/a

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.

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	Student Attendance Support	1. Employee a Student Re-engagement Specialist to increase student attendance, engagement, and school connectedness for students experiencing the greatest barriers through targeted, relationship-based interventions and coordinated supports. All students will benefit but targeted for groups in red: Socioeconomically Disadvantaged, Latinos, and Whites 2. Purchase a school van to be used to address transportation barriers for students who do not have access to other transportation and live too far away to walk.	$105,620.00	Yes
4.2	Access to career/life readiness	1. Employee a College/career Advisor to support students in college exploration, trades exploration, work readiness skill development, focusing on targeted red groups on the College/Career Readiness Indicator- socioeconomically disadvantaged, Latino, and White 2. Field trips to high interest college/career post high school options 3. CTE staff, curriculum, and materials to support student identified high interest areas such as medical/first responder, cosmetology, building trades	$111,735.00	Yes
4.3	Credit Recovery Supports	1. Expand credit recovery course offerings and academic supports to address groups in red for ELA CAASP & Graduation Rate: Socioeconomically disadvantaged and Latino	$29,514.00	Yes

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
$268,011	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.030%	0.000%	$0.00	15.030%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Maintain and increase staffing for career and life readiness **Need:** 2022-2023 CA dashboard data showed that EKCA is very low in the area of College and Career Readiness. 24-25 data shows this as a significant growth area of all student groups.	Provides students with the opportunity to take a CTE identified course in a field that students have identified as highly desirable, healthcare. Students are also able to earn elective credit for their real world work experience, which helps with the overall graduation rate. Also provides students with career and life readiness skills that they will need for their next steps after high school. Based on survey data from staff, students, and families, this is a big area of need.	1.3,1.4,1.5,1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.2	**Action:** Career Specific Hands-on Experiences **Need:** 22-23 CA Dashboard data shows areas of growth for career readiness, chronic absenteeism, and grad rate. 24-25 data continues to show this as a high area of need for all significant student groups. **Scope:** Schoolwide	Providing hands on career based experiences offer students opportunities to try out various career fields to help decide those next steps after high school. These experiences provide students an opportunity to earn elective credit in addition to their core classes which helps get them to graduation on time. Hands on learning is backed by research as being a contributing factor to learner engagement. Students who are more engaged are shown to have better attendance.	1.1,1.2,1.3,1.4,1.5,1.6
1.3	**Action:** Academic supports **Need:** **Scope:** Schoolwide		
2.1	**Action:** Mental Health Support **Need:** Based on school climate data, student mental health continues to be a concern for staff, students, and families. CA Dashboard data shows areas of growth for attendance and graduation rate.	By providing students with on site mental health care and resources, students will feel more motivated to attend school which will create a positive impact on our chronic absenteeism rate. Improving our attendance rates will have a direct impact on our graduation rates.	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** Social Emotional Learning Professional Development **Need:** CA Dashboard data around attendance and graduation rate **Scope:** Schoolwide	Staff has identified the area of SEL as a need for their own professional learning. By improving in this area, it means staff will have stronger connections with students as well as more engaging learning experiences. Data has shown that these two components are essential for students to feel motivated to be at school.	2.1,2.2
3.1	**Action:** Improve parent engagement and school connectedness **Need:** Student attendance and graduation rate data **Scope:** Schoolwide	Having parents that are connected to the school communicate will help support getting their students to attend more and better attendance leads to a higher graduation rate.	3.1,3.2
3.2	**Action:** Parent Engagement and School Connectedness activities **Need:** Engaging parents to better support attendance and graduation **Scope:**	Keeping connected with parents is an essential way to keep students connected. Being able to inform our families about the importance of attendance and how it contributes to graduation is critical. Celebrating student successes also goes a long way in keeping students motivated to attend and complete graduation requirements.	3.1,3.2

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
	Schoolwide		
4.1	**Action:** Student Attendance Support **Need:** Student attendance and graduation rate **Scope:** Schoolwide	This action is principally directed toward and effective in improving outcomes for student groups identified for Equity Multiplier funding by: Addressing systemic barriers to attendance and engagement through personalized support Prioritizing students with the highest rates of chronic absenteeism and disconnection Providing culturally responsive, relationship-centered interventions Ensuring equitable access to academic and social-emotional supports The role is designed to close opportunity gaps by increasing consistent access to instruction and strengthening student connection to school.	4.1, 4.2, 4.3
4.2	**Action:** Access to career/life readiness **Need:** Access to College/Career Readiness skills **Scope:** Schoolwide	Hiring a college and career advisor and providing high-interest field trips supports unduplicated pupils by increasing access to college and career information, real-world experiences, and individualized guidance. These actions address barriers related to limited exposure, resources, and postsecondary planning support, while promoting engagement, relevance, and goal-setting. These services are provided on an LEA-wide/schoolwide basis to ensure equitable access, reduce stigma, and build a strong college- and career-going culture for all students. Because unduplicated pupils are served across the school, a schoolwide approach ensures consistent, integrated support aligned with MTSS and equity	4.1, 4.3

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
		priorities, while disproportionately benefiting those with the greatest needs.	
4.3	**Action:** Credit Recovery Supports **Need:** more credit recovery opportunities to assist in on time graduation as well as support student achievement on the ELA CAASP **Scope:** Schoolwide	Providing additional credit recovery opportunities supports unduplicated pupils by offering flexible pathways to earn credits and stay on track for graduation. These options help address barriers such as interrupted learning, inconsistent attendance, and limited access to academic support, while promoting re-engagement and academic progress. This action is implemented on an LEA-wide/schoolwide basis to ensure equitable access, reduce stigma, and provide consistent support for all students. A comprehensive approach aligns with MTSS and equity priorities and disproportionately benefits unduplicated pupils by increasing graduation rates and overall student success.	4.2

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
1.1	**Action:** Maintain and increase staffing for career and life readiness **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.2	**Action:** Career Specific Hands-on Experiences **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** Academic supports **Need:** students need access to materials beyond the standard curriculum to help with their academic and career readiness development **Scope:** Limited to Unduplicated Student Group(s)	provide additional support opportunities to our highest need student populations	1.3, 1.4, 1.5
2.1	**Action:** Mental Health Support **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Social Emotional Learning Professional Development **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.1	**Action:** Improve parent engagement and school connectedness **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Parent Engagement and School Connectedness activities **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
4.1	**Action:** Student Attendance Support **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.2	**Action:** Access to career/life readiness **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Credit Recovery Supports **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

This action will addresses the achievement gap with specific groups scoring in the lowest performance category of red: in ELA for Socioeconomically Disadvantaged and Latino students; in Graduation rate for Socioeconomically Disadvantaged, Latino, and White; College/Career Readiness Indicator for Socioeconomically Disadvantaged, Latino, and White students; Suspension rates for Socioeconomically Disadvantaged and Latino students.

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.

EKCA qualifies for Title 1 funds. These funds will be used to support a Mental Health Clinician. The need for this position was determined by Local Information System data as well as Educational Partner Surveys for unduplicated student populations. This position directly addresses the barriers that students and families have identified through the Educational Partners survey.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	1,783,232	268,011	15.030%	0.000%	15.030%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$362,879.00	$325,301.00	$0.00	$86,679.00	$774,859.00	$671,308.00	$103,551.00

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	Maintain and increase staffing for career and life readiness	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$218,118.00	$22,551.00	$168,308.00	$72,361.00			$240,669.00	
1	1.2	Career Specific Hands-on Experiences	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$24,798.00	$12,000.00	$36,798.00				$36,798.00	
1	1.3	Academic supports	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$158,283.00	$3,000.00	$155,212.00	$6,071.00			$161,283.00	
2	2.1	Mental Health Support	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$75,679.00	$0.00				$75,679.00	$75,679.00	
2	2.2	Social Emotional Learning Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income			$0.00	$10,000.00				$10,000.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	**3.1**	Improve parent engagement and school connectedness	English Learners Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income			$2,561.00	$0.00	$2,561.00				$2,561.00	
3	**3.2**	Parent Engagement and School Connectedness activities	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$0.00	$1,000.00				$1,000.00	$1,000.00	
4	**4.1**	Student Attendance Support		Yes	Schoolwide Limited to Unduplicated Student Group(s)				$60,620.00	$45,000.00		$105,620.00			$105,620.00	
4	**4.2**	Access to career/life readiness		Yes	Schoolwide Limited to Unduplicated Student Group(s)				$101,735.00	$10,000.00		$111,735.00			$111,735.00	
4	**4.3**	Credit Recovery Supports		Yes	Schoolwide Limited to Unduplicated Student Group(s)				$29,514.00	$0.00		$29,514.00			$29,514.00	

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
1,783,232	268,011	15.030%	0.000%	15.030%	$362,879.00	0.000%	20.350 %	**Total:**	$362,879.00
								LEA-wide Total:	$0.00
								Limited Total:	$362,879.00
								Schoolwide Total:	$362,879.00

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**	Maintain and increase staffing for career and life readiness	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$168,308.00	
1	**1.2**	Career Specific Hands-on Experiences	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$36,798.00	
1	**1.3**	Academic supports	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$155,212.00	
2	**2.1**	Mental Health Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
2	**2.2**	Social Emotional Learning Professional Development	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			

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 (%)
3	**3.1**	Improve parent engagement and school connectedness	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income		$2,561.00	
3	**3.2**	Parent Engagement and School Connectedness activities	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
4	**4.1**	Student Attendance Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)				
4	**4.2**	Access to career/life readiness	Yes	Schoolwide Limited to Unduplicated Student Group(s)				
4	**4.3**	Credit Recovery Supports	Yes	Schoolwide Limited to Unduplicated Student Group(s)				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$507,749.80	$545,298.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Maintain and increase staffing for career and life readiness	Yes	$357,085.00	362928.00
1	**1.2**	Career Specific Hands-on Experiences	Yes	$8,900.00	37,800.00
1	**1.3**	Academic supports	Yes	$94,297.80	108,565.53
2	**2.1**	Mental Health Support	Yes	$38,978.00	27013.00
2	**2.2**	Social Emotional Learning Professional Development	Yes	$5,000.00	6513.63
3	**3.1**	Improve parent engagement and school connectedness	Yes	$1,739.00	2478.00
3	**3.2**	Parent Engagement and School Connectedness activities	Yes	$1,750.00	0.00

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)
265,033	$253,135.00	$108,565.00	$144,570.00	0.000%	59.000%	59.000%

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	Maintain and increase staffing for career and life readiness	Yes	$176,428.00			
1	1.2	Career Specific Hands-on Experiences	Yes	$8,900.00			
1	1.3	Academic supports	Yes	$64,318.00	$108,565		59%
2	2.1	Mental Health Support	Yes				
2	2.2	Social Emotional Learning Professional Development	Yes				
3	3.1	Improve parent engagement and school connectedness	Yes	$1,739.00			
3	3.2	Parent Engagement and School Connectedness activities	Yes	$1,750.00			

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)
1,887,300	265,033	0%	14.043%	$108,565.00	59.000%	64.752%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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