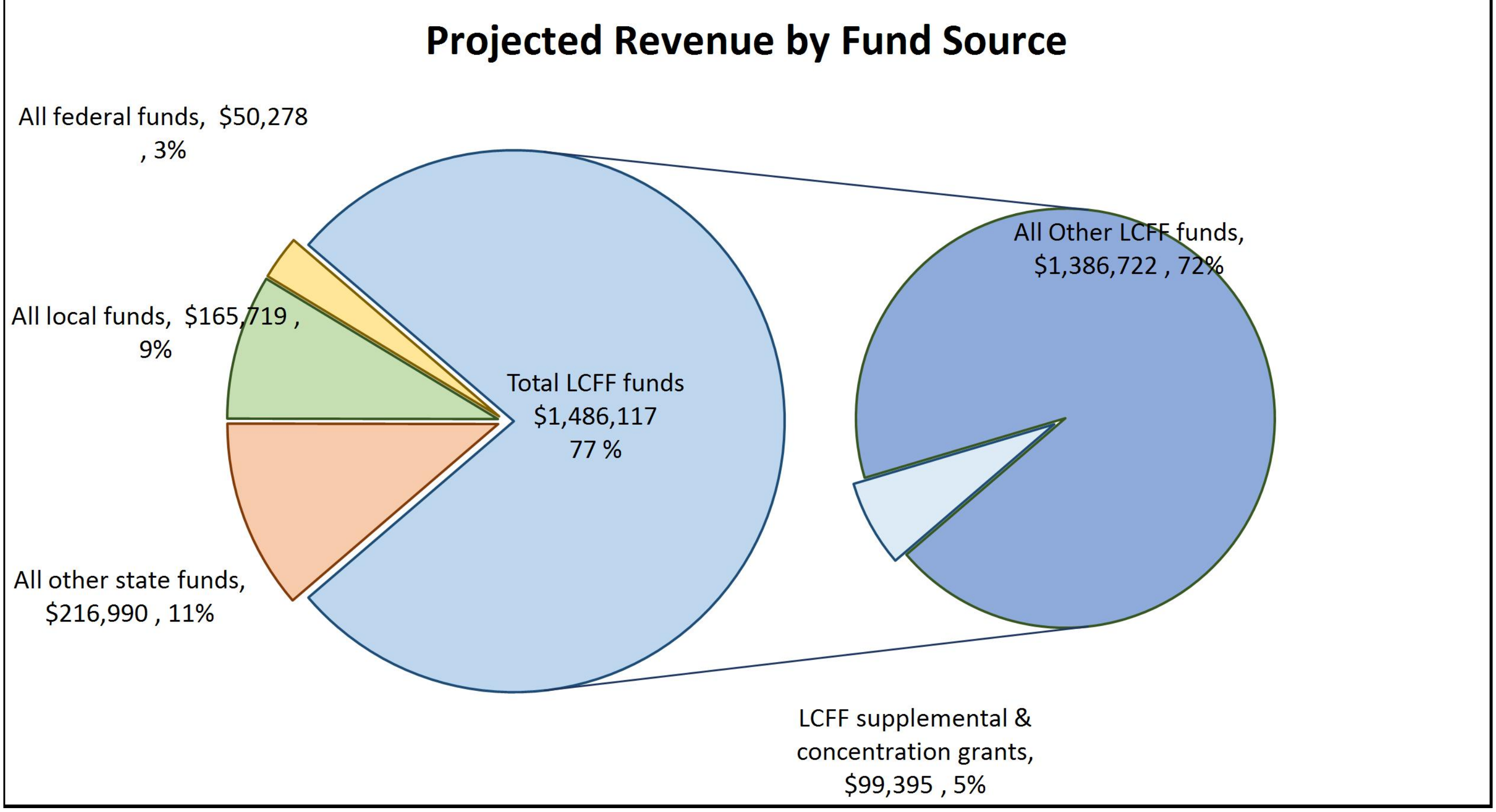
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kirkwood Elementary School District
CDS Code: 52-71555-0000000
School Year: 2026-27
LEA contact information:
Wendy Wilson
Superintendent
Wendy Wilson
530-824-7773

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

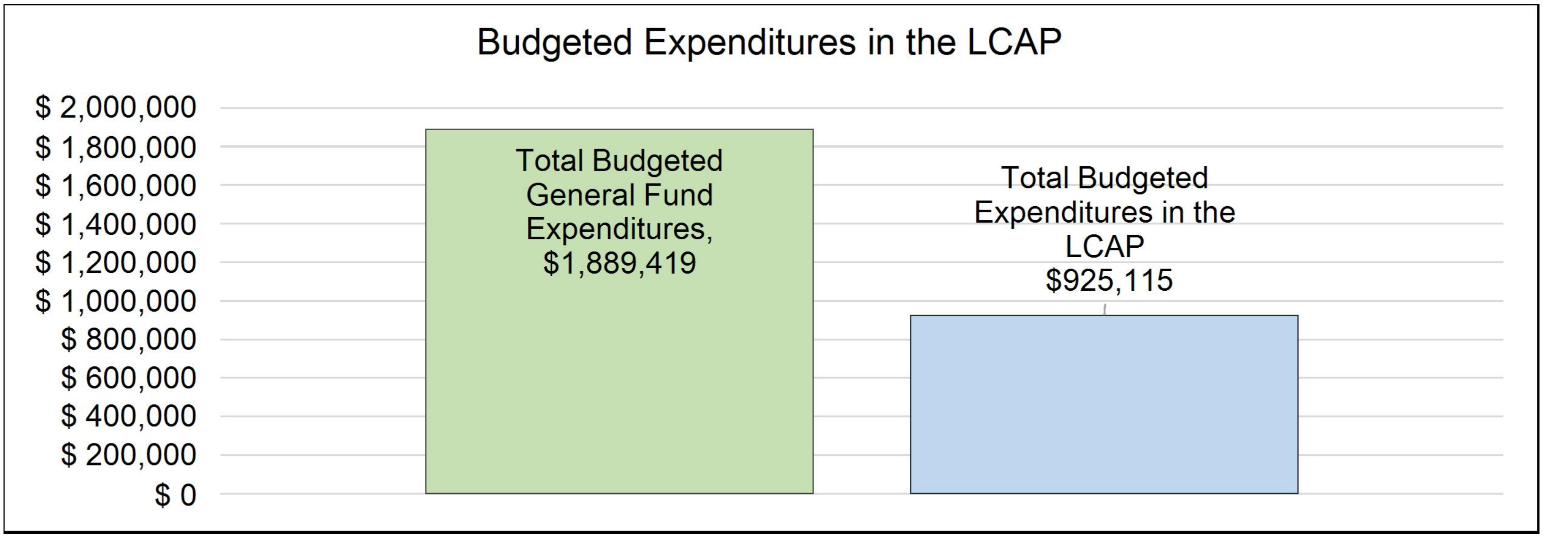


This chart shows the total general purpose revenue Kirkwood Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kirkwood Elementary School District is $1,919,104, of which $1,486,117.00 is Local Control Funding Formula (LCFF), $216,990.00 is other state funds, $165,719.00 is local funds, and $50,278.00 is federal funds. Of the $1,486,117.00 in LCFF Funds, $99,395.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kirkwood Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kirkwood Elementary School District plans to spend $1,889,419.00 for the 2026-27 school year. Of that amount, $925,114.78 is tied to actions/services in the LCAP and $964,304.22 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

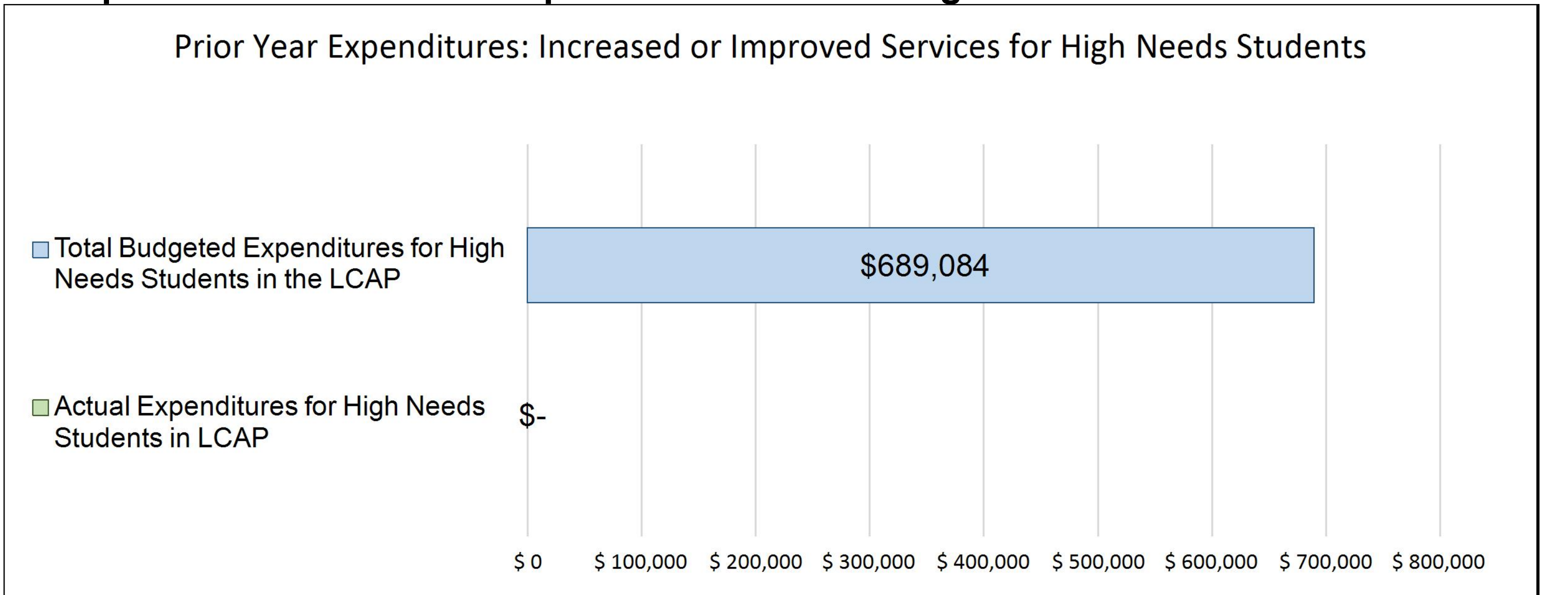
The General Fund covers several essential operational costs that are not part of the LCAP. These include utilities (electricity, water, and gas), internet and technology infrastructure services, insurance premiums for district liability and property, and costs related to vehicle maintenance and transportation. These expenditures are necessary to ensure the district's day-to-day operations, safety, and support services continue without interruption, even though they are not directly tied to LCAP goals.

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

In 2026-27, Kirkwood Elementary School District is projecting it will receive $99,395.00 based on the enrollment of foster youth, English learner, and low-income students. Kirkwood Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kirkwood Elementary School District plans to spend $730,942.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Kirkwood Elementary School District's LCAP budgeted $689,084.42 for planned actions to increase or improve services for high needs students. Kirkwood Elementary School District actually spent $701.484.78 for actions to increase or improve services for high needs students in 2025-26.

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
Kirkwood Elementary School District	Wendy Wilson Superintendent	wwilson@kirkwoodschoolca.org 530-824-7773

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.

Kirkwood Elementary School is a small, rural TK–8 school located seven miles south of Corning, California. The campus currently serves students across five classrooms, configured by grade spans: TK–K, 1–2, 3–4, 5–6, and 7–8. To support working families and extend enrichment opportunities, the school offers a daily after-school program until 5:00 p.m.

Originally established at its current location in 1933, Kirkwood underwent major facility upgrades beginning in 1997, including the addition of classrooms, a multipurpose room, kitchen, and administrative spaces. In 2008, two modular classrooms were added under a financial hardship grant, followed by the completion of an expanded multipurpose room and kitchen in 2011. Today, the campus includes five instructional classrooms, two administrative offices, and a gymnasium with a kitchen and pantry, supporting both academic and community engagement activities.

Kirkwood School is guided by the belief that every child is a unique learner with the capacity to thrive. The district is committed to fostering each student’s potential through a collaborative effort between staff and community, aiming to prepare all students to become responsible, contributing members of society.

Reflections: Annual Performance

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

During the 2025–26 school year, the LEA continued to strengthen instructional practices and student supports. Professional development focused on high-quality implementation of the core ELA and Mathematics curriculum through training and support provided by the curriculum publishers. Teachers collaborated through Professional Learning Communities (PLCs) to analyze student data, review student work, and align instruction to grade-level standards.

Based on classroom observations, assessment results, and educational partner feedback, the LEA identified a need to reduce the amount of technology-based instruction and intervention and increase opportunities for direct instruction and targeted small group instruction. This instructional shift is intended to provide students with more responsive teaching, immediate feedback, and differentiated support aligned to identified learning needs.

The LEA also continued efforts to support student wellness and family engagement. The student snack program was fully implemented during the school year to support student readiness to learn and address student wellness needs. Additionally, a Parent Advisory Committee (PAC) was launched and held eight meetings throughout the year. The PAC provided meaningful input regarding schoolwide priorities and collaborated with the LEA in the development of a revised homework policy intended to support the whole child and recognize the importance of family time and student well-being.

Local Indicators demonstrated continued strengths across multiple state priority areas. Kirkwood met standards for Basic Services and Conditions, including appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities (Priority 1). The district also met standards for Implementation of State Academic Standards (Priority 2), Parent and Family Engagement (Priority 3), School Climate (Priority 6), and Access to a Broad Course of Study (Priority 7). Meeting all local indicators reflects continued progress in maintaining foundational systems and supports across the district.

Analysis of California Dashboard and local assessment data indicates that continued focus is needed in the content areas of English Language Arts (ELA) and Mathematics. ELA performance data identifies an ongoing need for targeted intervention support, particularly for students in grades 3–8 and students from low socioeconomic status (SES) backgrounds. While Mathematics performance demonstrated stronger growth, the district recognizes the need to sustain academic improvement efforts in order to move performance levels from Orange toward Yellow and Green on the California Dashboard.

The district's low suspension and chronic absenteeism rates reflect a positive school climate and strong student engagement systems that can continue to be leveraged to support academic growth and student success.

Major areas of focus for the 2026–27 school year will include:

Continuing to work with intervention and resource support staff to monitor and analyze academic growth goals for all students and celebrate student growth with students and families. The district will utilize DIBELS and STAR Reading as assessment and progress monitoring tools.
Continuing implementation of a strong PBIS Multi-Tiered System of Support focused on culture, academics, behavior, and social-emotional learning in order to maintain a safe, supportive campus where students experience both high expectations and positive school engagement.

Continuing implementation of a Multi-Tiered System of Support (MTSS) framework to ensure academic, behavioral, and social-emotional systems are aligned and implemented with fidelity.
Continuing use of the PLC model to support teacher collaboration related to ELA and Mathematics performance, student work analysis, and progress toward grade-level standards.
Continuing to build teacher capacity in curriculum knowledge and evidence-based instructional practices through ongoing professional development and instructional support.

The district did not expend Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year. Planned expenditures were deferred to the 2026–27 school year to allow additional time for planning and alignment of LREBG-funded actions with identified student academic and social-emotional needs. The district intends to utilize these funds during the 2026–27 school year to support learning recovery initiatives, targeted academic intervention, and student wellness supports aligned with LREBG requirements. Action 2.6 and associated Metric 2.8 were identified to support the LREBG Needs Assessment with the 2025-26 allocation. The district's review of CAASPP results, local assessment data, and educational partner feedback identified ongoing academic needs in Reading and Mathematics. Because a substantial number of students continue to perform below grade-level expectations, the district selected high-quality Tier 2 tutoring to provide targeted small-group instruction and accelerate academic growth. Effectiveness will be monitored through CAASPP, STAR benchmark assessments, and local progress-monitoring data.

These reflections, along with Dashboard data, local assessment results, educational partner feedback, and ongoing analysis of student needs, informed the development of the 2026–27 LCAP goals, actions, and services focused on improving academic achievement, strengthening instructional practices, supporting student wellness, and increasing meaningful family engagement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SELPA	Plan sent to SELPA for review in May.
Parents (Parents Advisory Committee)	A Parent Advisory Committee (PAC) held eight meetings throughout the year. This group assisted in the development of a family survey that was used to develop an updated homework policy that will be implemented in the 2026-27 school year, and provided input on other schoolwide decisions
Staff (Classified, Certificated, Admin)	Staff meetings were held monthly during early release days. Paraprofessional meetings were held 4 times this year.
Students (including SWD, EL)	In March, staff and students completed a survey focused on well-being and school climate. The results were shared transparently with staff and students. In response, staff committed to developing a student voice integration plan beginning in 2025–26.
Union Groups	No union groups at Kirkwood.
Site Leadership Team	A site leadership team continued to lead systemic school improvement efforts. The team partnered with the Tehama County Department of Education and a coach from Effective Youth Solutions (EYS) to develop and implement a Tier 1 Multi-Tiered System of Support (MTSS) model. This work is intentionally aligned with LCAP goals related to school climate, engagement, and equity to ensure that Tier 1 practices reflect strategic priorities.
Effective Youth Solutions (EYS)	Met with EYS at countywide trainings and received onsite coaching to support implementation of MTSS.

Educational Partner(s)	Process for Engagement
Tehama County Department of Education	Partnered with TCDE for MTSS work. This year we also Partnered with TCDE and Reading Pals. We had 6 Reading Pal volunteers on campus twice a week to provide reading practice for 8 students.

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

Feedback from educational partners significantly influenced the development of the 2026–27 LCAP. Families, staff, and community members consistently identified academic achievement, student wellness, family engagement, and balanced student supports as priority areas during surveys, Parent Advisory Committee (PAC) meetings, and other engagement opportunities.

Educational partner feedback supported continued investment in professional development focused on high-quality implementation of the core ELA and Mathematics curriculum to strengthen instructional consistency and improve student achievement outcomes. Feedback from staff and classroom observations also contributed to the LEA’s decision to reduce the use of technology-based intervention programs and increase opportunities for direct instruction and targeted small group instruction in Reading and Mathematics.

Families and PAC members emphasized the importance of supporting the whole child and maintaining healthy balance between academics and family time. As a result, the LEA collaborated with the PAC to develop a revised homework policy that reflects community values related to student wellness, family engagement, and appropriate academic expectations. The policy is scheduled for adoption during the current school year and implementation beginning in the 2026–27 school year.

Educational partner feedback also identified student wellness and readiness to learn as important priorities. In response, the LEA fully implemented the student snack program to provide students with consistent access to nutrition during the school day.

Input gathered through educational partner engagement processes helped the LEA prioritize actions and services designed to improve academic achievement, strengthen student wellness supports, and increase meaningful family engagement opportunities throughout the school community.

Educational partners also identified the need for additional academic support opportunities for students performing below grade level in Reading and Mathematics. Feedback from families and staff, combined with analysis of CAASPP and local assessment data, contributed to the district's decision to utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement high-quality Tier 2 tutoring focused on accelerating learning for students with identified academic skill gaps.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Culture: We will cultivate a positive school enviornment that is socially, emotionally, culturally, and physically safe led by passionate staff members dedicated to and advocating for ALL students (including Students with Disabilities and English Learners), their families, and our Kirkwood community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student discipline data for the 2023-2024 year shows 77 office referrals. Analysis from the 2023-2024 school year of suspension data shows one suspension. Currently, student absenteeism rates are running around 97% of students in attendance on average.
Input received from stakeholders (teachers, classified staff, parents, Board members, students, SELPA) through the LCAP development process indicates a desire to continue putting school culture as a priority. We plan to stay consistent with increased positive data and will measure progress towards this goal by:
* Measuring student absenteeism
* Analyzing student discipline data (office referrals)
* Analyzing student surveys
* Analyzing staff surveys
* Analyzing family surveys
* Analyzing suspension data

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Suspension	2023-2024 1 student	3.9%	1.8%	2026-2027 1-2 students	0% No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Expulsion Rate	0%	0%	0%	0%	0% No Change
1.3	Sense of Belonging (Kelvin Survey)	Students = 67% Staff = 100% Families = 94%	Students (Safety and Connection) 52% Staff (Safety and Connection) 90% Family (Overall Positive) 97.5%	Google Form Survey Students Safety and Welcoming 79% Staff Safety 91.6%	Students = 80% Staff = 80% Families = 80%	Students: -15% Staff: -10% Families: +3.5%
1.4	Positive School Climate	Students = 65% Staff = 88% Families = 91%	Students (Overall Positive) 60% Staff (Overall Positive) 91% Family (Overall Positive) 92.5%	Students Overall Positive 41% Staff Overall Positive 95% Family Overall Positive 93%	Students = 80% Staff = 80% Families = 80%	Students: -5% Staff: +3% Families: +1.5%
1.5	Middle School Drop Out Rate	0	0	0	0	0% No Change
1.6	FIT Assessment	Good	Good	Good	Good	No Change
1.7	Chronic Absenteeism	3.1%	0%	0%	3%	-3.1%
1.8	Attendance Rate	94.68%	97.18%	96.73	94% or higher	+2.5%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district continued implementation of a Multi-Tiered System of Support (MTSS) framework through the work of the MTSS Leadership Team, which received structured coaching and technical assistance from Effective Youth Solutions and the Tehama County Department of Education. The team focused on strengthening Tier 1 systems and practices across Positive Behavioral Interventions and Supports (PBIS), academics, and social-emotional learning (SEL) in order to create a more cohesive and proactive system of student support. These strategies are particularly important for socioeconomically disadvantaged (SED) students because consistent behavioral expectations, explicit SEL instruction, and proactive intervention systems increase access to supportive learning environments, strengthen school connectedness, and reduce barriers that may negatively impact student engagement and academic success.

Throughout the year, site teams worked to align behavioral expectations, universal SEL instruction, and early academic intervention practices within a unified MTSS framework. The MTSS Leadership Team regularly reviewed behavioral, attendance, and academic data during meetings to monitor implementation progress and identify areas requiring additional support. The team also used implementation data and classroom walkthrough information to ensure Character Strong SEL lessons were being taught consistently and with fidelity across grade levels.

During the 2025–26 school year, the district also implemented monthly Character Strong/PBIS assemblies designed to reinforce schoolwide behavioral expectations, recognize positive student behavior, strengthen school connectedness, and promote character development.

Mid-year, the district partnered with 5 Peaks to provide a Wellness Coach on campus two days per week. This partnership was grant funded and provided at no cost to the district. The Wellness Coach supported students through social-emotional support services, relationship-building, and wellness-focused interventions intended to strengthen student engagement and school connectedness. These supports are especially important for SED students because access to consistent social-emotional and wellness supports can reduce barriers to attendance, improve emotional regulation, and increase students' ability to successfully engage in instruction and school activities.

Although the district continued implementation of multiple proactive support systems, behavioral referral data indicates continued need for improvement in student behavior supports. Office referrals increased from 116 during the 2024–25 school year to 125 during the 2025–26 school year. This increase suggests the district must continue strengthening proactive Tier 1 behavior supports, consistency of implementation, and early intervention strategies to reduce behavioral incidents and improve student self-regulation and engagement.

Overall, the district made progress in developing a more integrated MTSS framework and expanding wellness and behavioral supports; however, ongoing refinement and continued implementation will be necessary to improve student behavior outcomes and strengthen school climate.

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.

No material differences.

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

The actions associated with the Culture Goal demonstrated mixed effectiveness during the 2025–26 school year. Attendance-focused actions and Tier 1 MTSS supports were effective in maintaining strong student engagement outcomes. Chronic absenteeism and overall attendance rates remained strong, indicating that schoolwide attendance systems, family outreach efforts, and proactive student support structures were successfully implemented. These positive outcomes suggest that alignment between attendance supports, family engagement efforts, and Tier 1 MTSS systems contributed to improved student connectedness and consistent school attendance.

Suspension and expulsion rates also remained low at 1.8%, indicating that schoolwide PBIS systems, Character Strong lessons, and proactive behavioral supports continued to support positive student behavior outcomes. The implementation of monthly Character

Strong/PBIS assemblies, SEL instruction, and wellness supports contributed to maintaining a positive behavioral environment and reinforcing school expectations. These supports are particularly important for socioeconomically disadvantaged (SED) students because consistent behavioral and social-emotional systems help reduce barriers to learning, increase school connectedness, and provide access to supportive interventions when students experience social-emotional or behavioral challenges.

However, student climate perception data declined from 52% positive to 41% positive overall, indicating that additional work is needed to strengthen students' sense of connection, belonging, and voice within the school environment. While foundational MTSS and SEL systems are being established, the decline in student perception data suggests that students may not yet consistently experience the intended impact of these systems across all settings and interactions.

Staff and family climate perception data remained positive and demonstrated continued confidence in school culture, communication, and student support efforts. Educational partner feedback indicated appreciation for increased family engagement opportunities, wellness supports, and proactive communication regarding schoolwide initiatives.

Overall, the district successfully implemented the planned culture and engagement actions; however, the decline in student climate perception data and increase in behavioral referrals indicate a continued need to strengthen proactive Tier 1 behavioral supports, increase opportunities for student voice and connection, and ensure consistent implementation of MTSS and SEL practices across the school community.

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 district will continue building Tier 1 infrastructure through the MTSS framework, with a renewed focus on student-centered belonging initiatives and routine progress monitoring. Additional coaching cycles and fidelity checks will support sustainability. The realignment of mental health supports under Tehama County services will be maintained and evaluated annually for effectiveness. The partnership with 5 Peaks will continue in the 2026-27 school year.

Enhancing school culture through intentional student leadership opportunities will support improved engagement and a sense of belonging for unduplicated pupils. Establishing a Middle School Student Voice Council to gather structured feedback on school culture, instructional practices, and engagement efforts will be established. The council will meet a minimum of two times per school 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
1.1	Implement Multi-Tiered System of Supports (MTSS)	Implement MTSS and Positive Behavior Support System (e.g. special assemblies, awards, conferences, substitutes, trainings, activities, food events, incentives for staff and students, and materials) to support positive environments for ALL students including Students with Disabilities (SWD) and English Learners (ELs), staff, and families.	$7,000.00	Yes
1.2	Mental Health (SEL)-Character Strong	Implement Mental Health as a priority (e.g., counselor support, Mental Health professional development [character development, Trauma Informed Practices, Character Strong, Brain Science, De-Escalation Strategies, etc.])	$67,473.00	Yes
1.3	Highly Qualified Teachers	Recruit and retain highly qualified and effective teachers and paraprofessionals. Staff will build and support a positive school culture for ALL students including Students with Disabilities and English Learners and support new teachers during their internships and teacher induction programs with mentors and Induction coaches.	$475,351.00	Yes
1.4	After School Program	Provide After School Program (ASP). Provide extended learning opportunities and enrichment in After School Program to reinforce a positive school culture and academic learning activities to support positive environments for ALL students (e.g., ASP staff, enrichment curriculum and supplies, scholarship opportunities).	$66,283.57	Yes
1.5	Maintain and Modernize Safe Campus	Maintain and modernize a safe campus for staff, students, and families to learn and grow (e.g., site grounds, classroom furniture upkeep, playground equipment).	$94,382.00	Yes
1.6	Field Trips	Field Trips: Offer field trips to students in grades TK-8 in an effort to increase a positive school climate and culture.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Student Voice Council	Students will meet with administration 3 times during the school year to provide input on school data, culture, and attendance, and academics.	$200.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in all subject areas so that ALL students (including SWD and ELs) meet or exceed grade-level academic standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college or career success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Academics has always been at the top of the list as an indicator of student achievement. At Kirkwood we value academic achievement and know it comes through a foundation of love and safety. Academic achievement will show when students have a growth mindset and feel safe to take a risk and make a mistake. Kirkwood offers education through a lens of discovery, safety, rigor, and high expectations. Academic assessments will show growth for ALL students including Students with Disabilities and English Learners. The local academic indicator will gauge the increase of student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide SBAC Assessment	2022-2023 ELA = 37% met or exceeded standards Math = 41% met or exceeded standards	2023-2024 ELA = 31.3% met or exceeded standards Math = 39.1% met or exceeded standards	2024-25 ELA= 48.82% met or exceeded standards Math= 37.3 % met or exceeded standards	2025-2026 ELA = 45% met or exceeded standards Math = 53% met or exceeded standards	-5.7%
2.2	EL Reclassification	2023-2024	2024-25	20-25-26	2026-2027	-1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 students	0 Students	0 Students	1 - 2 students	
2.3	ELPAC Levels	6 students Level 1 = Level 2 = Level 3 = 2 Level 4 = 1	5 students Level1 = 3 Level 2 = Level 3 = 1 Level 4 =	4 Students Level 1 =2 Level 2 =1 Level 3 =1	All students move up one level	One student advanced one level
2.4	CCSS Implementation Including ELs and ELD Standards	100%	100%	100%	100%	NA
2.5	CCSS Instructional Materials for Every Student	100%	100%	100%	100%	NA
2.6	Teacher Missassignment	0%	0%	0%	0%	NA
2.7	iReady January Diagnostics	2023-2024 Reading - 28% meets and/or exceeds standards Math - 33% meets and/or exceeds standards	2024-25 Reading- 29% meets and/or exceeds standards Math- 28% meets and/or exceeds standards	2025-26 Reading- 39% meets and/or exceeds standards Math- 45% meets and/or exceeds standards	2026-2027 Reading -37% meets and/or exceeds standards Math - 37% meets and/or exceeds standards	Reading Proficiency + 1% Math Proficiency - 5%
2.8	STAR Data	Baseline Data from Spring 2026 STAR Reading 47% STAR Math 69%	N/A		2026-27 STAR Reading 60% STAR Math 70%	

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district continued implementation of Goal 2 actions focused on improving academic achievement in English Language Arts (ELA) and Mathematics through standards-aligned instruction, professional development, intervention supports, and data-driven instructional practices. The district maintained implementation of core curriculum supports, Professional Learning Community

(PLC) collaboration, Multi-Tiered System of Support (MTSS) structures, and targeted intervention services to support student academic growth.

A major area of implementation during the 2025–26 school year was the district's focus on high-quality professional development provided by the core ELA and Mathematics curriculum publishers. Teachers participated in curriculum-aligned training, instructional coaching, and collaborative planning opportunities focused on strengthening standards-based instruction, lesson design, differentiation strategies, and effective implementation of adopted instructional materials. PLC teams regularly analyzed student assessment data, reviewed student work, and adjusted instruction to address identified learning needs.

Local and state assessment data demonstrated significant academic growth during the school year. Statewide SBAC assessment results showed ELA performance increased from 31.3% of students meeting or exceeding standards in 2023–24 to 45% in 2025–26. Mathematics performance increased from 31.82% meeting or exceeding standards in 2024–25 to 53% in 2025–26. Local iReady diagnostic results also demonstrated growth, with Reading performance increasing from 29% to 39% meeting or exceeding standards and Mathematics performance increasing from 28% to 45%. These results indicate that the district's instructional supports, curriculum implementation efforts, and intervention systems positively impacted student learning outcomes.

The district continued implementation of intervention and MTSS supports designed to provide additional academic assistance for students performing below grade level. Throughout the year, staff used assessment data, classroom observations, and intervention progress monitoring to identify student learning needs and provide targeted supports. Based on implementation data and educational partner feedback, the district identified a need to reduce reliance on technology-based intervention programs and increase opportunities for direct teacher-led instruction and targeted small group intervention. This shift was identified as necessary because students demonstrated stronger engagement and responsiveness during direct instruction, guided practice, and teacher-facilitated intervention settings.

English Learner (EL) data demonstrated limited progress toward reclassification goals during the reporting period. Due to the small number of English Learners enrolled, year-to-year fluctuations significantly impact performance data. Although no students were reclassified during the 2024–25 or 2025–26 school years, one student advanced an ELPAC performance level during the 2025–26 school year. The district will continue providing designated and integrated English Language Development (ELD) instruction, progress monitoring, and targeted support services to improve EL outcomes and increase opportunities for reclassification.

The district maintained full implementation of California Common Core State Standards (CCSS), curriculum-aligned instructional materials, and appropriate teacher assignments throughout the school year.

Overall, Goal 2 actions were substantially implemented and demonstrated effectiveness in improving academic performance outcomes. Continued focus will be placed on sustaining growth in ELA and Mathematics achievement, strengthening intervention systems, increasing direct instruction and targeted small group support, and improving outcomes for English Learners and other students requiring additional academic intervention.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in several actions within Goal 2 during the 2025–26 school year.

Expenditures for highly qualified teachers were budgeted at $436,651, while actual expenditures totaled $451,271. The increase reflects salary schedule adjustments implemented during the school year as part of the district's ongoing effort to attract and retain highly qualified teachers. The district identified competitive compensation as an important strategy to support recruitment, retention, instructional consistency, and long-term academic improvement for students.

Expenditures for instructional materials and supplies were budgeted at $27,424, while actual expenditures totaled $37,975. The increase resulted from the purchase of updated Benchmark Advance curriculum materials for grades 1, 2, 5, and 6. The updated curriculum was selected because it aligns with evidence-based instructional practices associated with the Science of Reading and supports improved literacy instruction and foundational reading skill development.

In addition, the district purchased a new Tier 2 intervention curriculum designed to provide targeted instructional support for struggling learners. The supplemental intervention materials were selected to strengthen differentiated instruction and provide more responsive intervention support aligned to identified student learning needs. These additional expenditures supported the district's continued focus on improving Reading achievement outcomes and strengthening intervention systems for students performing below grade level.

The district did not expend Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year. Planned expenditures were deferred to the 2026–27 school year in order to allow additional time for planning, program development, and alignment of LREBG-funded actions with identified student academic and social-emotional needs. The district intends to utilize these funds during the 2026–27 school year to support learning recovery initiatives and targeted student supports aligned with LREBG requirements.

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

The actions associated with Goal 2 demonstrated overall effectiveness in improving academic achievement outcomes during the 2025–26 school year, particularly in English Language Arts (ELA), Mathematics, and local diagnostic assessment performance.

Statewide SBAC assessment results showed improvement in ELA performance, increasing from 31.3% of students meeting or exceeding standards in 2023–24 to 45% in 2025–26. Mathematics performance also demonstrated substantial improvement, increasing from 31.82% meeting or exceeding standards in 2024–25 to 53% in 2025–26. These outcomes suggest that instructional supports, curriculum-aligned professional development, and intervention efforts positively impacted student learning and academic achievement.

Local iReady diagnostic data also reflected significant growth. Reading performance increased from 29% of students meeting or exceeding standards in 2024–25 to 39% in 2025–26, while Mathematics performance increased from 28% to 45% during the same period. These results indicate that targeted instructional supports, data analysis through PLC collaboration, and increased focus on standards-aligned instruction contributed to improved student performance.

Professional development focused on implementation of the core ELA and Mathematics curriculum was an effective action during the school year. Teachers participated in high-quality training and instructional support provided by the curriculum publishers, which strengthened curriculum implementation, instructional consistency, and use of standards-based instructional strategies across classrooms.

The district also continued implementation of MTSS structures and intervention supports to provide additional academic assistance for students performing below grade level. Based on implementation data and classroom observations, the district identified a need to reduce reliance on technology-based intervention programs and increase opportunities for direct instruction and targeted small group instruction. This instructional shift is intended to improve student engagement, provide more immediate feedback, and strengthen differentiated instruction practices.

English Learner (EL) progress data demonstrated mixed results. Although no students were reclassified during the 2024–25 or 2025–26 school years, one student advanced an ELPAC performance level during 2025–26. Due to the small number of English Learners enrolled, year-to-year fluctuations in reclassification and ELPAC performance data are significant. The district will continue targeted ELD instruction, progress monitoring, and instructional supports to improve English Learner outcomes and support future reclassification opportunities.

The district maintained full implementation of California Common Core State Standards (CCSS), instructional materials access, and appropriate teacher assignments, with all metrics remaining at 100% or 0% teacher misassignment throughout the reporting period.

Overall, the actions associated with Goal 2 were effective in improving academic performance outcomes; however, continued focus is needed to sustain growth in Mathematics and Reading achievement and strengthen outcomes for English Learners and other students requiring targeted academic support.

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

Based on a review of implementation data and student performance outcomes, the LEA plans to revise instructional practices during the coming year by reducing the amount of technology-based instruction and intervention and increasing opportunities for direct teacher-led instruction and targeted small group instruction.

The LEA determined that students demonstrated stronger engagement and improved responsiveness during direct instruction, guided practice, and teacher-facilitated intervention groups. While instructional technology programs provided supplemental practice opportunities, data analysis and classroom observations indicated that excessive reliance on technology-based intervention limited opportunities for immediate feedback, differentiated instruction, and responsive teaching based on student learning needs.

As a result, the LEA will shift instructional time toward evidence-based instructional practices that include explicit instruction, structured literacy strategies, guided mathematics instruction, and targeted small group intervention aligned to student skill deficits. This change is intended to strengthen foundational reading and mathematics skills because teachers will be able to provide immediate corrective feedback, monitor student understanding in real time, and adjust instruction based on ongoing formative assessment data.

The LEA will continue to monitor student achievement data, intervention progress, and classroom implementation to evaluate the effectiveness of these instructional changes on improving student outcomes in Reading and Mathematics.

A change in Metrics has been made to add STAR data as a metric. The district has made the decision based on input from staff, students and families to no longer use iReady. There is no data STAR Reading and Math in Year one as this is a newly adopted metric. Historical i-Ready data was used in the needs assessment because it was the district's local assessment during the review period. STAR will be used for ongoing progress monitoring beginning in 2026–27.

The district's review of CAASPP and local assessment data, combined with feedback from educational partners, identified ongoing academic needs in English Language Arts and Mathematics. During the 2024–25 school year, 48.82% of students met or exceeded standards in ELA and 37.3% met or exceeded standards in Mathematics. While i-Ready benchmark performance improved in both reading and mathematics, a substantial number of students continue to perform below grade-level expectations and require additional support beyond Tier 1 instruction. Educational partners and staff emphasized the need for targeted academic interventions that provide students with additional opportunities to strengthen foundational skills and access grade-level content.

To address these identified needs, the district will implement high-quality Tier 2 tutoring for students demonstrating academic skill gaps. Tutoring will provide targeted small-group instruction aligned to grade-level standards and focused on specific areas of need identified through assessment data and educational partner feedback. This action is designed to accelerate learning because students receive additional instructional time, immediate feedback, and focused practice that supplements core classroom instruction. Effectiveness will be monitored through CAASPP results, STAR benchmark data, and district progress-monitoring assessments.

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	Provide a Robust Intervention Department	Provide a robust Intervention department; Implement a Multi-tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program by providing paraprofessional(s) to support All students including Students with Disabilities (SWD). Provide supports to teachers with EL students that build the language acquisition of EL students.	$126,094.00	Yes
2.2	Technology Staff	Partner with TCDE to provided technology staff to support 1:1 devices and state of the art technology for the staff and all students including ELs of Kirkwood.	$10,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Instructional Materials and Supplies	Provide Common Core State Standards (CCSS) aligned instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.	$23,850.00	Yes
2.4	Professional Development	Provide high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate Mental Health, CCSS, NGSS, ELD, in all academic content areas, including our priority on PLCs (Professional Learning Communities) to focus on effective collaboration, essential standards, common assessments, data analysis, and effective instructional strategies.	$10,500.00	Yes
2.5	Technology Learning Curriculum	Provide cutting edge supplemental and Common Core State Standard online learning platforms for student academic achievement and supplemental learning.	$3,875.00	Yes
2.6	High Quality Tutoring	The district's review of CAASPP and local assessment data, combined with feedback from educational partners, identified ongoing academic needs in English Language Arts and Mathematics. During the 2024–25 school year, 48.82% of students met or exceeded standards in ELA and 37.3% met or exceeded standards in Mathematics. While i-Ready benchmark performance improved in both reading and mathematics, a substantial number of students continue to perform below grade-level expectations and require additional support beyond Tier 1 instruction. Educational partners and staff emphasized the need for targeted academic interventions that provide students with additional opportunities to strengthen foundational skills and access grade-level content. To address these identified needs, the district will implement high-quality Tier 2 tutoring for students demonstrating academic skill gaps. Tutoring will provide targeted small-group instruction aligned to grade-level standards and focused on specific areas of need identified through assessment data and educational partner feedback. Students will be identified for	$6,047.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		participation through analysis of CAASPP, STAR benchmark, classroom performance, and teacher recommendation data. This action is designed to accelerate learning because students receive additional instructional time, immediate feedback, and focused practice that supplements core classroom instruction. Effectiveness will be monitored through CAASPP results, STAR benchmark data, and district progress-monitoring assessments.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnerships: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuing and advocating for the future success of ALL (including SWDs and ELs) our students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Kirkwood has made partnerships with families, other charter leaders, and County Offices of Education a goal because we know we are better partnered with others than by ourselves. Kirkwood is a community school and we value teaching our students to be citizen minded as well as service minded. Our partners come with a wealth of knowledge and resources and we regularly integrate that into our very fabric of who we are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	After School Programs	2023-2024 5 Basketball Basketball Volleyball Softball Soccer	2024-25 5 Basketball Basketball Volleyball Softball Soccer	2025-26 5 Basketball Basketball Volleyball Softball Soccer	2026-2027 4-6 offerings	0
3.2	Number of Scheduled Family Opportunities	9 events Back to School Night 2 Book Fairs Winter Carnival Steam Night	10 events Back to School Night Book Fair Winter Carnival	10 events Back to School Night Book Fair Winter Carnival	8-10 events	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Classroom Plays Room 3 & 1 Classroom Plays Room 2 & 4 Open House EOY BBQ	Classroom Performance Room 3 Classroom Performance Room 1 and 2 Classroom Performance Room 4 Color Run Open House Kindergarten Promotion EOY BBQ	Classroom Performance Room 3 Classroom Performance Room 1 and 2 Classroom Performance Room 4 Color Run Open House Kindergarten Promotion EOY BBQ		
3.3	Family Satisfaction Rate of School	2023-2024 84%	2024-25 92.5%	93%	80%	+9%

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.

Overall, Goal 3 was substantially implemented during the 2025–26 school year. The LEA successfully implemented the planned actions and supports focused on improving student wellness, school climate, and family engagement. One significant accomplishment was the full implementation of the student snack program. The snack program provided students with consistent access to nutrition during the school day, which supported student readiness to learn, improved focus during instruction, and addressed educational partner concerns regarding student wellness and basic needs.

In addition, the Parent Advisory Committee (PAC) played an active role during the 2025–26 school year in the development of a revised homework policy. Through meetings, discussions, and educational partner feedback, the PAC collaborated with school staff and administration to develop a homework policy that aligns with the community's shared value of supporting the whole child while recognizing the importance of family time and student well-being outside of school hours.

The revised homework policy is scheduled to be formally adopted during the current school year and implemented beginning in the 2026–27 school year. The policy emphasizes balanced expectations for academic practice, student wellness, and family engagement. This process strengthened educational partner involvement and increased alignment between school practices and community priorities. The LEA will continue monitoring the impact of these actions through educational partner feedback, student engagement data, attendance trends, and school climate measures to evaluate their effectiveness in supporting positive student outcomes.

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

While no major budget discrepancies were noted.

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

The engagement actions associated with Goal 3 were fully implemented during the 2025–26 school year and were effective in increasing educational partner participation and strengthening collaboration between families, staff, and the school community. Planned engagement opportunities, including Parent Advisory Committee (PAC) meetings, family outreach activities, and opportunities for educational partner feedback, were consistently conducted throughout the year.

These engagement actions were effective because they created structured opportunities for families and educational partners to provide input regarding student wellness, school climate, and school practices. Feedback gathered through these engagement activities directly informed school decision-making, including the development of the revised homework policy designed to support the whole child and balance academic expectations with the importance of family time and student well-being.

In addition, the full implementation of the student snack program addressed educational partner concerns related to student wellness and readiness to learn. Families and staff reported that students demonstrated improved focus, engagement, and readiness for instruction during the school day because students had more consistent access to nutrition.

The LEA will continue implementing and refining engagement opportunities to strengthen family-school partnerships, increase educational partner participation, and ensure school programs and practices remain responsive to community needs. Effectiveness will continue to be monitored through participation data, educational partner feedback, attendance trends, and school climate indicators.

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.

Future LCAP goals will continue to support PAC-led initiatives, including fundraising. The PAC will be involved in providing input within the LCAP Cycle.

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	Family Communication	Increase and sustain parent communication to keep our partners informed (e.g., Aeries, Remind, websites, Character Development, All Call, events, flyers, etc.).	$25,035.72	Yes
3.2	Coaching Stipends and Scholarship Opportunities	Coaching stipends and scholarship opportunities for students. Provide coaching stipends for stakeholders to coach a program (e.g., volleyball, soccer, basketball, Girls on the Run, softball, etc.).	$6,500.00	Yes
3.3	Interaction with Families	Provide opportunities for interaction with families. Provide opportunities for scheduled Family Nights throughout the school year (e.g., classroom plays, winter carnival, STEAM night, Book Fair, EOY promotions, etc.). Provide parent opportunities for families to learn about school initiatives and provide input and feedback for future direction. Title 1 Funds will support this goal.	$1,173.49	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

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
$$99,395	$0

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
8.332%	39.975%	$500,419.22	48.307%

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:** Implement Multi-Tiered System of Supports (MTSS) **Need:** The longer an individual is exposed to poverty and stress, the greater the impact on cognition, emotions, self-regulation, and learning. (Lipina & Colombo, 2009) Quality of instruction can be one of the most significant	Through the MTSS lens, we will plan, develop, and implement a Tiered Resiliency plan schoolwide that focuses on protective factors identified in resiliency research. The number one key to a Tier I school wide is promoting positive relationships with at least one adult at school. State and local data reveal that unduplicated pupils—particularly foster youth, low-income students, and English learners—report lower levels of school connectedness and higher levels of social-	(1.3) Sense of Belonging; (1.4) Positive School Climate

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
	life events that help students overcome the deficits associated with the sparsity of resources. Good instruction shows an estimated 0.36 to 0.54 standard deviation in student test performance which is two years of academic progress (Buhl-Wiggers et al., 2017). Numerous research studies have associated the risk factor of poverty to negative life outcomes such as inferior physical health (Jason & Jarvis, 1987; Pollitt, 1994), poor school performance (Dubow & Ippolito, 1994; Guo, 1998), and increased likelihood of social, emotional, and behavioral problems (Duncan, Brooks-Gunn, & Klebanov, 1994). According to our attendance data, our low income students showed an increase in chronic absenteeism. We will continue to refine our MTSS system. **Scope:** Schoolwide	emotional distress. This action implements a schoolwide Tiered Resiliency Plan, guided by MTSS, focused on protective factors known to buffer against adverse experiences. At Tier I, all students will participate in universal strategies to promote positive relationships with at least one adult and strengthen self-regulation, belonging, and hope. These supports are principally directed to unduplicated pupils, who are statistically more likely to lack consistent supportive adult relationships due to family instability, trauma, or mobility. The plan includes training for staff in trauma-informed relationship-building, intentional adult-student connection structures, and SEL curriculum explicitly taught in all classrooms.	
1.2	**Action:** Mental Health (SEL)- Character Strong **Need:** The long term ramification of having a positive adult relationship statistically improves educational attainment, longer employment, higher earning, and fewer arrests throughout adulthood. (Schwartz et al., 2013) Resiliency studies determined, out of all the protective factors identified, that having a positive long-term relationship with an adult was consistently present in everyone who	An intervention paraprofessional on campus will attend to student needs with mental health and targeted social emotional lessons to increase awareness in normalizing positive mental health. While all students may benefit, the services are principally directed toward unduplicated pupils, as these groups are at higher risk for disengagement, trauma, and emotional isolation. Services include: SEL mini-lessons embedded in advisory/morning meetings	(1.3) Sense of Belonging; (1.4) Positive School Climate; (1.1) Student Suspension; (1.2) Expulsion Rate; (1.5)Middle School Drop Out Rate; (1.7) Chronic Absenteeism

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
	overcame risk. This single universal protective factor can change a person's life trajectory. (Sanchez, 2021) Cultivating positive relationships is one way we regulate cortisol levels, which will improve brain functioning and emotional stability. Schools whose staffs become skillful at promoting protective factors will see an improvement in the academic and behavioral performance of students regardless of presenting issues. Promoting the perception of a caring relationship is that it increases the student's capacity to take on challenges (Schnall et al., 2008) **Scope:** Schoolwide	Individual and small group check-ins Normalizing help-seeking behavior Referrals to school-based mental health professionals	
1.3	**Action:** Highly Qualified Teachers **Need:** Historically, the teaching occupation has not had the kind of structured induction and initiation processes common to many white-collar occupations and characteristic of the traditional professions (Waller 1932; Lortie 1975; Tyack 1974). In recent years, however, there has been a growth in support, guidance and orientation programs – collectively known as induction – for beginning elementary and secondary teachers during the transition into their first teaching jobs. Kirkwood offers induction for preliminary teachers and offers a mentor to all other teachers (credentialed, PIP, Intern, etc.).	All new teachers will be assigned an induction coach or a mentor.	(1.3) Sense of Belonging; (1.4) Positive School Climate

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		
1.4	**Action:** After School Program **Need:** Our low income students are in need of of after school care. **Scope:** Schoolwide	With a partnership with the ELOP grant, we are able to offer After School Program (ASP). Strudents participate in academics, nutrition, enrichment, and physical fitness.	(1.3) Sense of Belonging; (1.4) Positive School Climate
1.5	**Action:** Maintain and Modernize Safe Campus **Need:** Maintain and modernize a safe campus for staff, students, and families to learn and grow (e.g., site grounds, classroom furniture upkeep, playground equipment). **Scope:** Schoolwide	Having a safe and modern campus is a priority to SED students as measured by the annual climate survey and School Site Council input. To address this need, we will continue to update and modernize our campus.	(1.6) FIT Assessment
1.6	**Action:** Field Trips **Need:** SED students need opportunities to engage in learning through field trip experiences. **Scope:**	Offer field trips to students in grades TK-8 in an effort to increase a positive school climate and culture. Based upon input from our unduplicated families through parent teacher conferences, families would like more opportunities to go on field trips.	

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		
1.7	**Action:** Student Voice Council **Need:** Local data and student surveys indicate a need for greater student input and leadership opportunities in middle grades. Educational partners, especially parents and staff, report that students in grades 6–8 often feel disengaged or disconnected from school decision-making. This goal addresses these concerns by building structured systems for student voice that also emphasize inclusion for unduplicated pupils. The councils will prioritize diverse representation, including students who are foster youth, English learners, and low-income. Meetings will include leadership training and language supports where needed. **Scope:** LEA-wide	The Student Voice Council will meet two times per school year to address information collected from student surveys.	
2.1	**Action:** Provide a Robust Intervention Department **Need:** According to the state testing (SBAC), low socioeconomic students are showing a slight decline in academic achievement from last school year.	Implement strategies to promote equity and inclusivity in math and ELA. Train paraprofessionals to strategically support student learning gaps. Disaggregated CAASPP and local benchmark data show persistent achievement gaps in ELA and math for unduplicated pupils—particularly low-income and English learner students.. A schoolwide approach ensures that all paraprofessionals and instructional staff are	2.1 Statewide SBAC Assessment; 2.7 iReady Spring Diagnostics

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	trained to consistently deliver equitable, evidence-based supports—especially critical in classrooms with high concentrations of unduplicated pupils. A more limited, targeted approach would leave gaps in instructional quality and may not reach unduplicated pupils across all grade levels or classrooms. A universal framework enables systemwide equity and coherence while addressing the needs of the most underserved.	
2.2	**Action:** Technology Staff **Need:** All students, including low socioeconomic students, need access to 1:1 technology. **Scope:** Schoolwide	Provide 1:1 technology for students in order to ensure digital 21st Century learning opportunities. All unduplicated students will have access to technology through a 1:1 Chromebook to student ratio and access to all Kirkwood purchased computer programs to support academics.	
2.3	**Action:** Instructional Materials and Supplies **Need:** Provide Common Core State Standards (CCSS) aligned instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum. **Scope:** Schoolwide	As identified by iReady Diagnostics and SBAC scores, Socioeconomically Disadvantaged (SED) students show a need for increased academic intervention. Based on such data, we will continue to provide curriculum and support in Common Core State Standards.	2.5 CCSS Instructional Materials for Every Student

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
2.4	**Action:** Professional Development **Need:** Highly trained staff to deliver content with confidence. **Scope:** Schoolwide	Provide high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate CCSS, NGSS, ELD, in all academic content areas, including our priority on PLCs (Professional Learning Communities) to focus on effective collaboration, essential standards, common assessments, data analysis, and effective instructional strategies. In an effort to increase academic achievement for all unduplicated students, Kirkwood will invest in professional development in content areas such as math and English Language Development. Kirkwood teachers will continue to be trained in content areas, analyze student data, respond to student data in a collaborative way, and put interventions in place to fill the educational gaps as needed.	2.4 CCSS Implementation Including ELs and ELD Standards
2.5	**Action:** Technology Learning Curriculum **Need:** Students need access to online learning platforms (ie, iReady, Mystery Science, Typing, Zearn, Prodigy, Epic, etc.) to enhance learning. **Scope:** Schoolwide	All students, including SED students, will have access to online learning platforms that will close the learning gap.	2.7 iReady Diagnostic assessments.
2.6	**Action:** High Quality Tutoring **Need:**		

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		
3.1	**Action:** Family Communication **Need:** All families need access to a two way communication system. **Scope:** Schoolwide	Prioritize parent communication to keep our partners informed (e.g., Parent Square, Remind, websites,events, flyers, etc.). It is a priority for Kirkwood to communicate with all families. As such, Kirkwood will continue to provide communication for all unduplicated students through Parent Square, Remind, the website, through flyers, and through translators.	3.3 Family Satisfaction Rate of School
3.2	**Action:** Coaching Stipends and Scholarship Opportunities **Need:** Low SED students need opportunities to participate in sports. **Scope:** Schoolwide	Based on participation data in after school sports, all unduplicated students will be offered scholarship opportunities for participation.	3.1 After School Programs
3.3	**Action:** Interaction with Families **Need:** Family engagement is a priority. **Scope:** Schoolwide	Provide opportunities for interaction with families. Provide opportunities for scheduled Family Nights throughout the school year. Provide parent Advisory opportunities for families to learn about school initiatives and provide input and feedback for future direction. All SED students are considered first when planning family events. This action is a very important piece of the larger picture of educating children. Partnering with families is essential to the success of students.	3.2 Number of Scheduled Family Opportunities

Limited Actions

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

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

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

Kirkwood is not implementing any actions solely for unduplicated pupils that meet the criteria for Limited Actions. All contributing actions are either LEA-wide or schoolwide and justified accordingly.

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.

N/A

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

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	$1,192,991	$99,395	8.332%	39.975%	48.307%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$730,942.00	$154,301.29	$9,188.00	$30,683.49	$925,114.78	$827,651.57	$97,463.21

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	Implement Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$7,000.00	$6,000.00	$1,000.00	$0.00	$0.00	$7,000.00	
1	1.2	Mental Health (SEL)-Character Strong	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$60,476.00	$6,997.00	$6,997.00	$43,291.00	$0.00	$17,185.00	$67,473.00	
1	1.3	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$470,851.00	$4,500.00	$475,351.00	$0.00	$0.00	$0.00	$475,351.00	
1	1.4	After School Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$57,095.57	$9,188.00	$0.00	$57,095.57	$9,188.00	$0.00	$66,283.57	
1	1.5	Maintain and Modernize Safe Campus	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$78,993.00	$15,389.00	$84,505.00	$9,877.00	$0.00	$0.00	$94,382.00	
1	1.6	Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	1.7	Student Voice Council	All	No Yes	LEA-wide		All Schools		$0.00	$200.00	$200.00				$200.00	
2	2.1	Provide a Robust Intervention Department	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$126,094.00	$0.00	$126,094.00	$0.00	$0.00	$0.00	$126,094.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Technology Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$10,350.00	$900.00	$0.00	$0.00	$9,450.00	$10,350.00	
2	2.3	Instructional Materials and Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$23,850.00	$2,000.00	$21,850.00	$0.00	$0.00	$23,850.00	
2	2.4	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$3,000.00	$7,500.00	$3,000.00	$7,500.00	$0.00	$0.00	$10,500.00	
2	2.5	Technology Learning Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$3,875.00	$0.00	$0.00	$0.00	$3,875.00	$3,875.00	
2	2.6	High Quality Tutoring	All Students with Disabilities	No Yes	School wide		All Schools		$5,047.00	$1,000.00		$6,047.00			$6,047.00	
3	3.1	Family Communication	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$19,595.00	$5,440.72	$23,895.00	$1,140.72	$0.00	$0.00	$25,035.72	
3	3.2	Coaching Stipends and Scholarship Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$6,500.00	$0.00	$0.00	$6,500.00	$0.00	$0.00	$6,500.00	
3	3.3	Interaction with Families	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,173.49	$1,000.00	$0.00	$0.00	$173.49	$1,173.49	

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
$1,192,991	$99,395	8.332%	39.975%	48.307%	$730,942.00	0.000%	61.270 %	**Total:**	$730,942.00
								LEA-wide Total:	$200.00
								Limited Total:	$0.00
								Schoolwide Total:	$730,742.00

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**	Implement Multi-Tiered System of Supports (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income		$6,000.00	
1	**1.2**	Mental Health (SEL)-Character Strong	Yes	Schoolwide	English Learners Foster Youth Low Income		$6,997.00	
1	**1.3**	Highly Qualified Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$475,351.00	
1	**1.4**	After School Program	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
1	**1.5**	Maintain and Modernize Safe Campus	Yes	Schoolwide	English Learners Foster Youth Low Income		$84,505.00	
1	**1.6**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
1	**1.7**	Student Voice Council	Yes	LEA-wide		All Schools	$200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Provide a Robust Intervention Department	Yes	Schoolwide	English Learners Foster Youth Low Income		$126,094.00	
2	**2.2**	Technology Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		$900.00	
2	**2.3**	Instructional Materials and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	
2	**2.4**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
2	**2.5**	Technology Learning Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
2	**2.6**	High Quality Tutoring	Yes	Schoolwide		All Schools		
3	**3.1**	Family Communication	Yes	Schoolwide	English Learners Foster Youth Low Income		$23,895.00	
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
3	**3.3**	Interaction with Families	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$845,557.14	$878,151.28

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**	Implement Multi-Tiered System of Supports (MTSS)	Yes	$7,500.00	$7857.47
1	**1.2**	Mental Health (SEL)- Character Strong	Yes	$44,138.00	$45,853.00
1	**1.3**	Highly Qualified Teachers	Yes	$436,651.00	$451,271.73
1	**1.4**	After School Program	Yes	$63,428.00	$63,428.00
1	**1.5**	Maintain and Modernize Safe Campus	Yes	$109,381.00	$110,746.00
1	**1.6**	Field Trips	Yes	$1,000.00	$1,035.00
1	**1.7**	Student Voice Council	No Yes	$200.00	$0.00
2	**2.1**	Provide a Robust Intervention Department	Yes	$101,822.00	$108,307.23
2	**2.2**	Technology Staff	Yes	$9,873.00	$9,873.00
2	**2.3**	Instructional Materials and Supplies	Yes	$27,424.00	$37,975.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Professional Development	Yes	$7,000.00	$7,100.00
2	**2.5**	Technology Learning Curriculum	Yes	$4,233.00	$4,325.17
3	**3.1**	Family Communication	Yes	$26,907.14	$22,840.78
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	$5,000.00	$6,500.00
3	**3.3**	Interaction with Families	Yes	$1,000.00	$1,038.00

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)
$1,201,904.00	$689,084.42	$701,484.78	($12,400.36)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Implement Multi-Tiered System of Supports (MTSS)	Yes	$6,500.00	$6041.00		
1	**1.2**	Mental Health (SEL)-Character Strong	Yes	$3,000.00	$3,598.00		
1	**1.3**	Highly Qualified Teachers	Yes	$436,651.00	$451,271.73		
1	**1.4**	After School Program	Yes	$0.00	$0.00		
1	**1.5**	Maintain and Modernize Safe Campus	Yes	$99,543.00	$99,543.00		
1	**1.6**	Field Trips	Yes	$1,000.00	$1.038.00		
1	**1.7**	Student Voice Council	Yes	$200.00	$0.00		
2	**2.1**	Provide a Robust Intervention Department	Yes	$100,077.00	$108,307.23		
2	**2.2**	Technology Staff	Yes	$900.00	$900.00		
2	**2.3**	Instructional Materials and Supplies	Yes	$7,947.00	7947.00		
2	**2.4**	Professional Development	Yes	$7,000.00	0.00		
2	**2.5**	Technology Learning Curriculum	Yes	$0.00	0.00		
3	**3.1**	Family Communication	Yes	$25,266.42	$22,840.78		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	$0.00	0.00		
3	**3.3**	Interaction with Families	Yes	$1,000.00	$1,035.00		

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)
1,251,824.00	$1,201,904.00	0.00	96.012%	$701,484.78	0.000%	56.037%	$500,419.22	39.975%

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 32627(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 32627(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 32627(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 32627(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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