

Briggs School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Briggs Elementary School District

CDS Code: 56724476054969

School Year: 2024-25

LEA contact information:

Dr. Carlos Dominguez

Superintendent

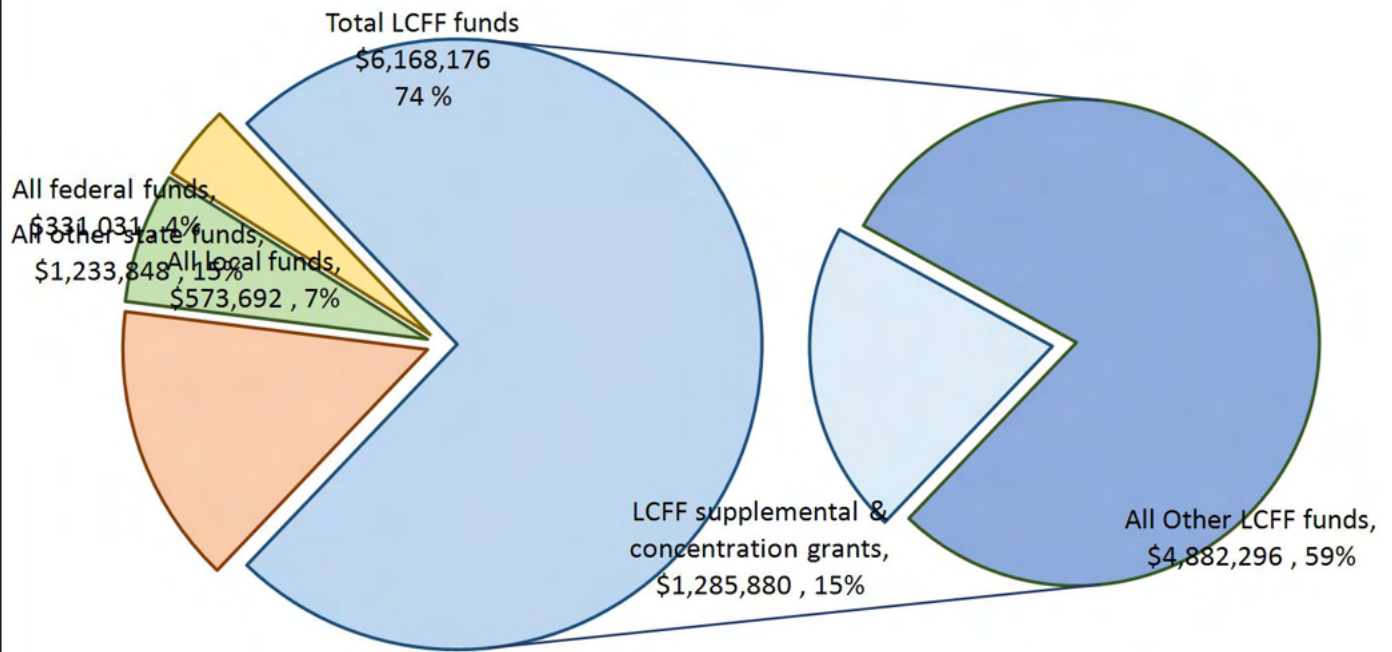
cdominguez@briggsesd.org

805 525-7540

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

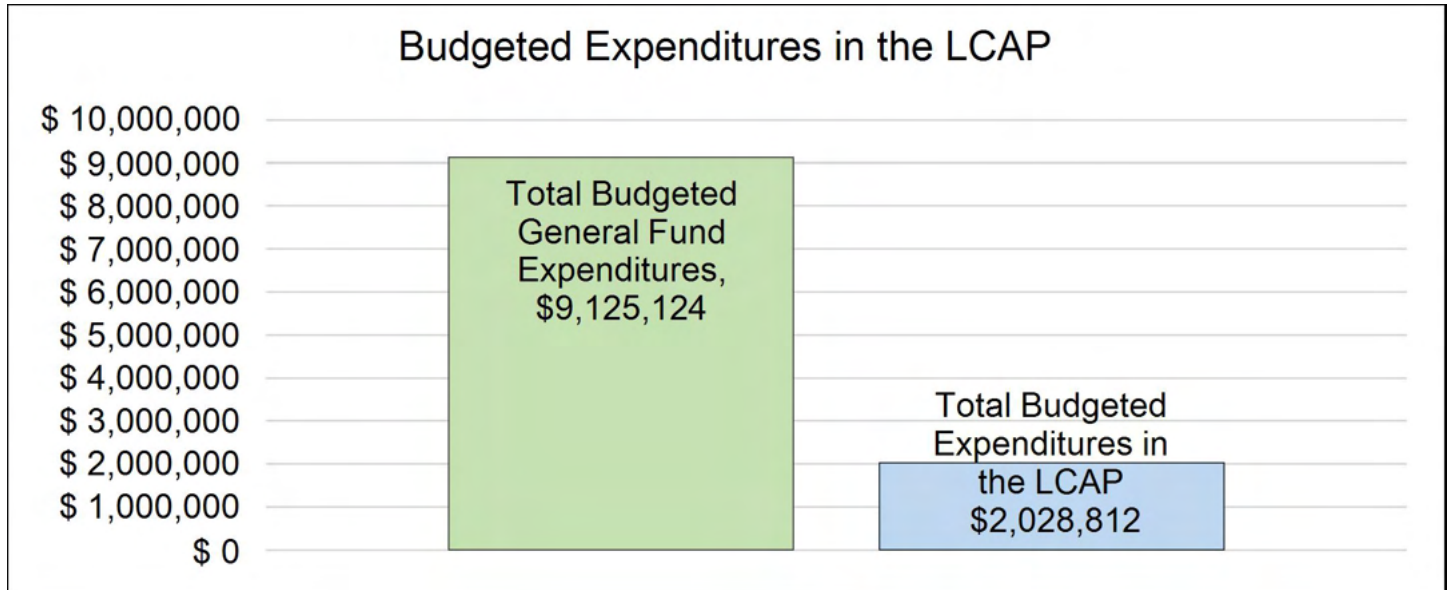


This chart shows the total general purpose revenue Briggs Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Briggs Elementary School District is \$8,306,747, of which \$6,168,176 is Local Control Funding Formula (LCFF), \$1,233,848 is other state funds, \$573,692 is local funds, and \$331,031 is federal funds. Of the \$6,168,176 in LCFF Funds, \$1,285,880 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 Briggs Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Briggs Elementary School District plans to spend \$9,125,124 for the 2024-25 school year. Of that amount, \$2,028,812 is tied to actions/services in the LCAP and \$7,096,312 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

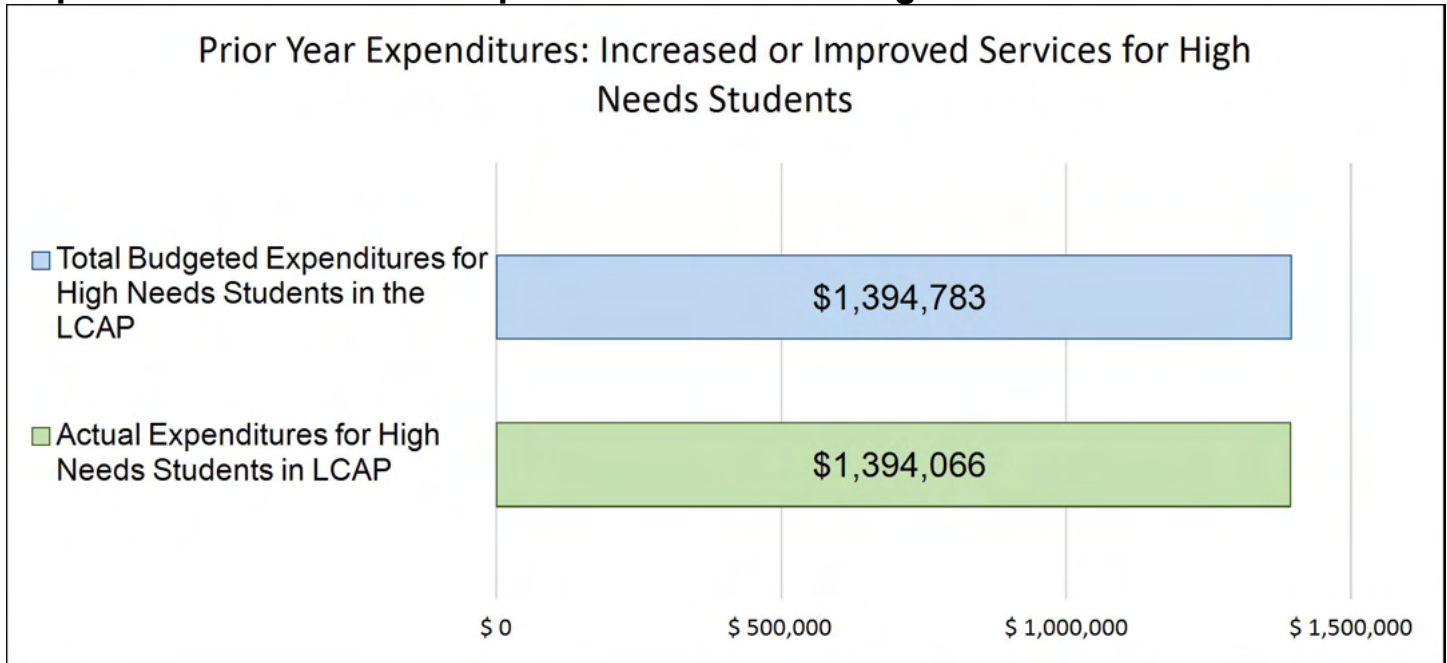
The LCAP does not include expenditures for administration and support staff salaries and benefits, maintenance and operations, special education, or most classroom teachers.

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

In 2024-25, Briggs Elementary School District is projecting it will receive \$1,285,880 based on the enrollment of foster youth, English learner, and low-income students. Briggs Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Briggs Elementary School District plans to spend \$1,426,869 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 2023-24

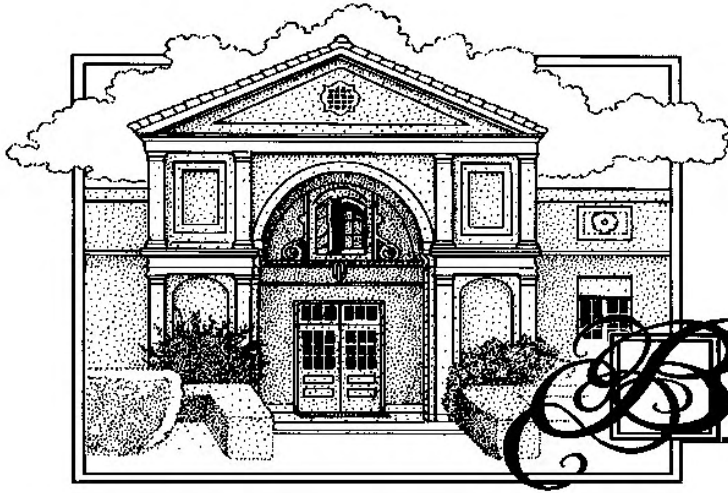


This chart compares what Briggs Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Briggs Elementary School District estimates it has spent on actions and services that contribute to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

The text description of the above chart is as follows: In 2023-24, Briggs Elementary School District's LCAP budgeted \$1,394,783 for planned actions to increase or improve services for high needs students. Briggs Elementary School District actually spent \$1,394,066 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-717 had the following impact on Briggs Elementary School District's ability to increase or improve services for high needs students:

The District was able to provide most services included in the LCAP for high needs students. A few actions went uncompleted as the District saw the final year of its LCAP as a year of transition as it began preparations for the new three year LCAP.



Briggs School District

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Briggs Elementary School District	Dr. Carlos Dominguez Superintendent	cdominguez@briggsesd.org 805 525-7540

Goals and Actions

Goal

Goal #	Description
1	Goal 1 is Briggs School District's maintenance goal to ensure progress each year in the areas of school climate, student engagement and conditions for learning. The district is dedicated to connecting every student to school by providing equity of access to educational opportunities and creating a 21st century environment that is safe and conducive to learning for all students, including students with disabilities, English Learners, foster youth and low income families, in the areas of academics and social emotional well-being. One way progress in these areas will be measured is by analyzing attendance. This includes attendance rate, chronic absenteeism percentage, suspension rate, expulsion rate and middle school dropout rate. School connectedness will also be analyzed and measured through student surveys and results of the positive behavior intervention and support (PBIS) incentive programs. Facilities will continue to be evaluated to ensure they provide a safe environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA School Dashboard 5.2% chronically absent Medium Level	32% chronically absent as of day 171 Source: QGIS	2022 CA School Dashboard 34.8% chronically absent Very High	28.9 % Chronically Absent Rate Very High Source: 2023 CA Dashboard	Low Level of Chronic Absenteeism on CA School Dashboard: 2.5% to 5.0%
Attendance Rate	97% Attendance Rate	91.50% Source: QGIS	92.2% Attendance Rate 2022-23 Source: QGIS	94.48% Attendance Rate As of April 26, 2024 Source: QGIS	Maintain at least 97% Attendance Rate
Middle School Dropout Rate	0% Middle School Dropout Rate	Middle school dropout rate currently at 0% Source: QGIS/CALPADS	Maintained 0% Middle School Dropout Rate 2022-23 Source: QGIS/CALPADS	Maintaining 0% Middle School Dropout Rate 2023-24	Maintain 0% Middle School Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Source: QGIS/CALPADS	
Suspension Rate	2019 CA School Dashboard 2.4% suspended Medium Level	Briggs = 9% Oliveland = 2.5% District = 5.8% Source: QGIS	2022 CA School Dashboard 5.3 % suspended High	7.4 % Suspension Rate Very High Source: 2023 CA Dashboard	Low Level of Suspension Rate on CA School Dashboard: 0.5% to 1.5%
Expulsion Rate	0% Expulsion Rate	Expulsion rate is currently 0% Source: QGIS	Maintained 0% Expulsion Rate Source: QGIS 2022-23	Maintaining 0% Expulsion Rate 2023-24 Source: QGIS/CALPADS	Maintain 0% Expulsion Rate
Positive Behavior Intervention and Support (PBIS) Incentive Program:	Create baseline data in 21-22 separately for both Oliveland and Briggs	Briggs 57% Oliveland 92% Source: Student Survey Percentage of students who feel motivated to do well in school with behavior, academics, and citizenship:	Briggs 97% Oliveland 89% 2022-23 Source: Student Survey Percentage of students who feel motivated to do well in school with behavior, academics, and citizenship	Briggs 90.8% Total 68% Yes 22.8% Sometimes Oliveland: 96.6% Total 80.7% Yes 15.9% Sometimes 2023-24 Source: Student Survey Percentage of students who feel motivated to do well in school with behavior,	Briggs & Oliveland maintain 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				academics, and citizenship	
Local Indicator for State Priority 6: Student Survey - School Connectedness & Climate	Create baseline data in 21-22 with new survey results	Briggs 66% Olivelihoods 86% Source: Student Survey	Briggs 83% feel safe at school 79% feel connected to school Olivelihoods 88% 2022-23 Source: Student Survey	Briggs (Safety) 86% Total 35.8% Yes 50.2% Sometimes Olivelihoods (Safety): 92% Total 49.3% Yes 42.7% Sometimes Briggs (School Connectedness) 87.1% Total 43.8% Yes 43.3% Sometimes Olivelihoods (School Connectedness) 91.1% Total 59.6% Yes 31.5% Sometimes 2023-24 Source: Student Survey	Briggs 90% Olivelihoods maintain 90% or above
Local Indicator for State Priority 1: School Facilities in "Good Repair" per the	Standard Met on the CA School Dashboard based on Local Indicator Reflection	2021-2022 Williams Act Review, Good Repair, will be published on the 2022 CA Dashboard	Standard Met on the 2022 CA School Dashboard based on the Local Indicator Reflection	Standard Met on the 2023 CA School Dashboard based on the Local Indicator Reflection	Standard Met on the CA School Dashboard Good Repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Facility Inspection Tool (FIT)	Good Repair				
K-8 District: High School dropout rate, graduation rate, UC-AG requirements, CTE Pathways, AP, and EAP do not apply	N/A	N/A	N/A	N/A	N/A
Parent Involvement Rate	Create baseline data in 21-22 to determine which area of parent involvement needs attendance rate improvement	New baseline created. Source: QGIS Re-enrollment Baseline: 50% parent re-enrollment completed online by 9/9/2022.	97% of parents completed their online re-enrollment by 9/9/2022. Source: QGIS	100% of parents completed their online re-enrollment by 9/10/2023. Source: QGIS	Parent Online Re-Enrollment - 75% turned in on time *Maintain Parent Online Re-Enrollment - 97% turned in on time

Goal Analysis

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

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

Briggs District worked hard to ensure the actions planned to meet Goal 1 were all implemented. There were no challenges to implementation.

The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

Successes experienced with the implementation process:

Action 1.1-Technology: Technology supported students being connected. Students at both school sites were assigned 1:1 devices so they could access the internet in school and at home.

Action 1.2-Technology-Internet Access: Because our district is located in a rural area, some students did not have access to internet. One action was to help provide internet access to those students who needed it. This also helped the District meet the goal.

Action 1.3-PBIS: Each school implemented a PBIS system to help student feel connected to school. This action included incentives for positive behavior and was effectively implemented at both schools. This action had a positive impact on student connectedness. However, despite the positive impact on connectedness as evidenced on the student surveys, the district continued to see a high percentage of absences and suspensions. This action did contribute to small improvements to the attendance and suspension rate. Therefore, this action will continue with additions and modifications.

Action 1.4-Middle School Support: Staffing actions were an important part of Goal 1. At Briggs School, single-subject credentialed staff were added to help create a master schedule that helps to lower class sizes and best meets the needs of all students.

Action 1.5-Support Staff: In addition, a full time counselor and psychologist were hired to help support students. These two individuals have been integral to support students. The counselor led many restorative circles to help problem solve with students which positively influenced behavior and lowered suspensions in the current school year which will be reflected on next year's CA Dashboard.

Action 1.6-Enrichment: Briggs School has a large variety of clubs and activities that take place outside of the school day. This goal includes an action that supports paying staff additional stipends to sponsor clubs and activities. As a result, there is a large percentage of the student population who participate in extra-curricular activities.

Action 1.7-Parent Involvement: Parent support is an important part of the school community. Briggs focused on supporting parents with Parent Nights, Parent Workshops, and an online student registration process. With the help of staff, parents were able to effectively enroll their students for school electronically.

Action 1.8-Campus Support: This action provided the district with ability to hire campus support to help students feel safe on campus thus improving their school connectedness.

Action(s) not implemented:
None.

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

The Budgeted Expenditures and Estimated Actual Expenditures were closely aligned for this Goal. There was not a material difference between the two.

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

Briggs met all of the local indicators aligned with the goal, and saw success with the percentage of parent participation and the percentage of students who feel connected with school. The District struggled with meeting the Chronic Absenteeism and Suspension Rate, both a lingering effect of the COVID-19 pandemic. Immediately after the pandemic, the district found our Chronic Absenteeism rate to be 32%, a far cry from the 5% average we saw just before the pandemic began. The Chronic Absentee rate continues to be a concern for the District despite it decreasing 5.9% from the previous year. The pandemic also wreaked havoc on our student behavior. As a result, we saw our highest Suspension Rate in years at 7.4% per the 2023 Dashboard. However, like our Chronic Absenteeism rate, our Suspension Rate is improving as noted by current 2024 local indicators.

The following explains how effective or ineffective the specific actions were in making progress toward the goal in the areas of:

The following Action(s) were effective in making progress toward the goal, and the degree to which the result was effective was measured by the associated metric(s) as shown below:

Action 1.1-Technology, Action 1.2-Internet Access, Action 1.4-Middle School Support, Action 1.5-Support Staff, Action 1.6-Enrichment and Action 1.8-Campus Support were effective in making progress towards Goal 1 as measured by several Year 3 outcomes. While Chronic Absenteeism is still high at 28.9%, it decreased 5.9% percent from Year 2. Our Attendance Rate is 94.48%. Our Middle School Dropout Rate and Expulsion Rate are still 0%.

Action 1.7-Parent Involvement focused on helping parents with the home-school connection and was effective as measured by the 100% Year 3 Parent Involvement Rate outcome which was focused on helping parents re-enroll online.

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

Action 1.3-PBIS was effective in some regards, but not to the degree in achieving the goal by the associate metrics. It was effective per the PBIS Student Survey with 90.8% of Briggs students and 96.6% of Olivelihoods students reporting they feel motivated to do well in school. It was not as effective in improving our Suspension Rate. Our suspension rate was 7.4% per the 2023 Dashboard, but current data indicators in the 2023-2024 school year are already showing improvements. Our Student Survey on School Connectedness shows 87.1% of students connected at Briggs and 91.1% of students connected at Olivelihoods. In Safety, 86% of students at Briggs feel safe and 92% of students at Olivelihoods feel safe. Both sites report a need to work on peer interactions per specific questions on the student survey. As a result, more PBIS actions will be added to the 2024-2025 plan and will be addressed in Prompt 4.

No actions will be removed.

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

Despite the success of some planned actions, it is clear that some changes need to be made in order to continue positively supporting the Briggs students. For the 24/25 school year, each school site will dive deeper into PBIS. Each site will create a PBIS committee with the goal of deepening the staff's understanding of PBIS and developing district and school-wide procedures to support students. This will include professional development specific to PBIS. Each site will also further promote parental involvement by hosting more family nights and family workshops.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the new 2024-25 through 2026-2027, three-year cycle, that resulted from reflections on prior practice are the following:

Goal Description and Explanation:

Goal 1 for the most part stays the same on the new LCAP, but through input from the district's leadership team and educational partners, the description was refined to "Briggs School District will promote a positive school climate and school connectedness by providing a safe, equitable, and conducive learning environment for all." It was also determined to be a broad goal covering many different metrics and actions.

Metrics:

The following Metric(s) will be modified:

Metric 1.1 Chronic Absenteeism was modified to include data on the lowest performance (red indicator) on the Dashboard.

Metric 1.3 Suspension Rate was modified to include data on the lowest performance (red indicator) on the Dashboard.

Metric 1.6 School Climate Survey was both modified and added. On the 23-24 LCAP, it was one metric and on the 24-25 LCAP it will be divided into three parts; Safety, School Connectedness and Motivation to Learn.

Metric 1.9 Parent Involvement was modified from a focus on Re-Enrollment Online Support to parental engagement opportunities.

The following Metric(s) will be added:

Metric 1.7 School Climate/Positive Behavior Intervention and Support (PBIS): Motivation to Learn was added to provide a better understanding of students' perspectives on this area.

Metric 1.8 School Climate/Positive Behavior Intervention and Support (PBIS): Safety was added to provide a better understanding of students' perspectives on this area.

Actions:

The following Action(s) will be modified:

Action 1.3 PBIS will be expanded into three actions for the 24-25 LCAP due to input from educational partners and student feedback.

The following Action(s) will be added:

Action 1.1 Positive Behavior Intervention Support (PBIS) will be added to establish a committee to assess progress in the PBIS process.

Action 1.2 Positive Behavior Intervention Support (PBIS) will be added with a focus on PBIS professional development.

Action 1.3 Positive Behavior Intervention Support (PBIS) will be added with a focus on implementing a social-emotional curriculum for students.

Action 1.9 Attendance will be added to put an emphasis on communication with parents of all students regarding attendance, including chronically absent students about the importance of regular attendance.

The following Action(s) will be moved:

Action 1.2 Technology - Internet Access was moved to Action 1.10 to accommodate the new PBIS actions.

The following Action(s) will be removed:

Action 1.1 Technology was removed. Staying current with 1:1 devices is part of the district's annual operating procedures and is no longer required to be in the LCAP.

Expected Outcomes:

The following Desired Outcome(s) will be modified:

Metric 1.1 Chronic Absenteeism Desired Outcome was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 28.9% to a new Expected Outcome of 10%.

Metric 1.3 Suspension Rate Desired Outcome was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 7.4% to a new Expected Outcome of 5%.

Metric 1.6 School Climate Survey was modified to read School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness with a target rate of 95% Yes/Sometimes student response.

The following Desired Outcome(s) will be added:

Metric 1.7 School Climate Survey was modified to read School Climate/Positive Behavior Intervention and Support (PBIS): Motivation to Learn with a target rate of 97% Yes/Sometimes student response.

Metric 1.8 School Climate Survey was modified to read School Climate/Positive Behavior Intervention and Support (PBIS): Safety with a target rate of 95% Yes/Sometimes student response.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2 is Briggs School District's broad goal. After strengthening student engagement and school climate in Goal 1, this goal emphasizes improving academics districtwide. The main objective of this goal is to increase student achievement annually in English Language Arts (ELA) and Mathematics. The district intends to measure the progress in these academic areas with data from the the CA School Dashboard and local data assessments. The CA School Dashboard will provide the district results in both ELA and Math on the state performance test, CAASPP. Since these results only come out annually, the district will also monitor progress during the school year using the STAR assessments from Renaissance. The district will analyze results at regular intervals throughout the year on the STAR Early Literacy Assessment, STAR Reading Assessment and the STAR Math Assessment. In addition, math fact fluency progress will also be measured in grades 1-4. Actions in this goal will support the improvement in student achievement as well as the implementation of state standard by providing teachers that are fully credentialed and appropriately assigned, standards-aligned instructional materials for every student and access to a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-2021 CAASPP ELA results TBD 2018-2019 CAASPP ELA 7.2 points below standard	2020-2021: 33.04% Met or Exceeded Source: CAASPP-ELPAC.cde.ca.gov	2021-2022 CAASPP ELA results 45.4 points below standard Source: 2022 CA Dashboard	2022-2023 CAASPP ELA results were 43 points below standard. Source: 2023 CA Dashboard	CAASPP ELA at standard *CAASPP ELA 20 points below standard
CAASPP MATH	2020-2021 CAASPP MATH results TBD 2018-2019 CAASPP MATH 46.4 points below standard	2020-2021: 12.02% Met or Exceeded Source: CAASPP-ELPAC.cde.ca.gov	2021-2022 CAASPP MATH results 80.3 points below standard Source: 2022 CA Dashboard	2022-2023 CAASPP Math results were 72.1 points below standard. Source: 2023 CA Dashboard	CAASPP Math at standard *CAASPP MATH 60 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Early Literacy and Reading Assessment for grades 1-4	35% of students reading at grade level	56% of students reading at grade level Source: Renaissance/STAR	55% of students reading at grade level 2022-23 Source: Renaissance/STAR	75% of students reading at grade level May 2024 Source: Renaissance/STAR	70% of students reading at grade level
STAR Reading Assessment for grades 5-8	28% of students reading at grade level	17% of students reading at grade level Source: Renaissance/STAR	27% of students reading at grade level 2022-23 Source: Renaissance/STAR	22% of students reading at grade level Source: Apr 2024 Renaissance/STAR	40% of students reading at grade level
STAR Math Assessment for grades 1-4	Create baseline data in 2021-2022	66% of students are at grade level in Math Source: Renaissance/STAR	67% of students are at grade level in Math 2022-23 Source: Renaissance/STAR	84% of students are at grade level in Math May 2024 Source: Renaissance/STAR	80% of students are at grade level in Math
STAR Math Assessment for grades 5-8	Create baseline data in 2021-2022	25% of students at grade level in Math Source: Renaissance/STAR	39% of students at grade level in Math 2022-23 Source: Renaissance/STAR	41% of students at grade level in Math Apr 2024 Source: Renaissance/STAR	40% of students at grade level in Math *55% of students at grade level in Math
Reflex Math Fact Proficiency in grades 1-4	25% of students in grades 1-4 are at least 80% fluent with math facts	41% of students in grades 1-4 are at least 80% fluent with math facts Source: Reflex Math	44% of students in grades 1-4 are at least 80% fluent with math facts 2022-23 Source: Reflex Math	REMOVE	60% of students in grades 1-4 are at least 80% fluent with math facts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT)	Create new baseline data based on results in 21-22	PFT administered in 2021-22, pending participation rates per CDE changes	PFT 2022-2023 100% Participation Rate	PFT 2023-2024 99% Participation Rate	Pending baseline results *Maintain at least a 98% Participation Rate
Local Indicator for State Priority 1: Teachers fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard	Results hosted on 20-21 Dashboard	Results hosted on 2022-2023 Dashboard; Indicator Met and 100% fully credentialed and appropriately assigned	Results hosted on 2023 Dashboard; Indicator Met and 100% fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard
Local Indicator for State Priority 1: State Board Adopted Standards-Aligned Instructional Materials for every student	Standard Met on the CA School Dashboard	Results hosted on 20-21 Dashboard	Results hosted on 2022-2023 Dashboard	Standard Met on the 2023 CA School Dashboard	Standard Met on the CA School Dashboard
Local Indicator for State Priority 2: Implementation of Academic Standards	Standard Met on the CA School Dashboard	Results hosted on 20-21 Dashboard	Results hosted on 2022-2023 Dashboard; Indicator Met and 100% Implementation of Academic Standards	Standard Met on the 2023 CA School Dashboard	Standard Met on the CA School Dashboard
Local Indicator for State Priority 7: Access to a Broad Course of Study	Standard Met on the CA School Dashboard	Results hosted on 20-21 Dashboard. All students; Students with exceptional needs; LI;EL;FY	Results hosted on 2022-2023 Dashboard: Indicator Met and 100% Access to a Broad Course of Study	Standard Met on the 2023 CA School Dashboard	Standard Met on the CA School Dashboard

Goal Analysis

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

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

Briggs District worked hard to ensure the actions planned to meet Goal 2 were all implemented. There were no challenges to implementation.

The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

Successes experienced with the implementation process:

Action 2.1-Professional Development: PD was available to all staff members. The Beginning Teacher Induction Program was utilized by two teachers.

Action 2.2-Tiered Intervention and Resources: Response to Intervention (RTI) groups were created at both school sites. TOSAs met with general education teachers to analyze data to determine which students needed additional support and whether support needed to continue to additional sessions.

Action 2.3-Supplemental Resources: A variety of supplemental resources were acquired for both school sites in many different areas to help students access content.

Action 2.4-State Adopted Curriculum: The district purchased consumable materials and subscriptions as needed per enrollment numbers to continue implementing the state-adopted curriculum.

Action 2.5-Student Progress Monitoring: This action was completed regularly throughout the school year to determine students' reading and math levels. From there, intervention groups were created for students needing additional support.

Action(s) not implemented:
None.

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

The Budgeted Expenditures and Estimated Actual Expenditures were closely aligned for this Goal. There was not a material difference between the two.

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

Briggs met all of the local indicators aligned with the goal and saw slow academic growth in all areas. Admin and staff were diligent about implementing the STAR Reading and Math assessments throughout the school years and using it to monitor progress so teachers could inform their instruction. As a result, students continued to show slow growth in Reading and Math as measured on STAR assessments. At each site, TOSAs were available to meet with students who struggled with reading through either push-in to their general education classroom or through small group pull-out sessions.

The following explains how effective or ineffective the specific actions were in making progress toward the goal.

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

Action 2.1-Professional Development, Action 2.2-Tiered Intervention, Action 2.3-Supplemental Resources, Action 2.4-State Adopted Curriculum and Action 2.5-Student Progress Monitoring were effective in producing small improvements in several metrics. In Year 3, CAASPP ELA improved 2.4 points and CAASPP Math improved 8.2 points.

No actions were modified, replaced, or removed.

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

There were very few changes made to Goal 2, with the exception of updated expected outcomes based on 2023-24 Year 3 Outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the new 2024-25 through 2026-2027, three-year cycle, that resulted from reflections on prior practice are the following:

Goal Description and Explanation:

No changes were made in this goal description or explanation.

Metrics:

The following Metric(s) will be modified:

Metric 2.1 CAASPP ELA was modified to include data on the lowest performance (red indicator) on the Dashboard.

Metric 2.2 CAASPP Math was modified to include data on the lowest performance (red indicator) on the Dashboard.

The following Metric(s) will be removed:

Metric Reflex Math Fact Proficiency was removed due to no longer being needed.

Actions:

The following Action(s) will be added:

Action 2.6 Professional Development was added to call out the support to beginning teachers through the Teacher Induction Program.

Expected Outcomes:

The following Desired Outcome(s) will be modified:

Metric 2.1 CAASPP ELA Desired Outcome was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 43 points below standard to a new Expected Outcome of 20 points below standard.

Metric 2.2 CAASPP Math Desired Outcome was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 72.1 points below standard to a new Expected Outcome of 40 points below standard.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 is Briggs School District's focus goal. This goal builds upon Goal 2, which is to increase student achievement for all students and provides further progress monitoring and support specifically to our students who are English Learners and their families. This unique student group comprises at least 40% of the student population annually. The objective of this goal is to support our English Learners and long-term English Learners in their improvement of English Language Arts to achieve reclassification and succeed in all academic areas. English Learner progress will be measured annually through the English Language Proficiency Assessments for California (ELPAC) and the data on the CA School Dashboard, reclassification rate, and performance on the CAASPP in both English Language Arts and Math. All of this data is reviewed in the fall of the following school year when the CA School Dashboard data is released. Regular progress monitoring of our English Learners will happen every six weeks throughout the year using STAR Reading and STAR Math Assessments as well as usage of the program Lexia Core 5 which places students at their level and provides individualized lessons based on student placement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficiency	CA School Dashboard: 54.6% of English Learners making progress towards English language proficiency	2020-2021: 30.14% Level 4 34.25% Level 3 Source: CAASPP- ELPAC.cde.ca.gov	CA School Dashboard: 60.9% of English Learners making progress towards English language proficiency. Source: 2022 CA School Dashboard	CA School Dashboard: 46.3% of English Learners making progress towards English language proficiency. This was a decline from the previous year. Source: 2022 CA School Dashboard	CA School Dashboard: 65% or higher of English Learners making progress towards English language proficiency
English Learner Reclassification Rate	18% of English Learners reclassified	pending completion of ELPAC testing	16% of English Learners reclassified	10% of English Learners reclassified	30% of English Learners reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23 Source: QGIS	2023-24 Source QGIS/	
CAASPP ELA English Learners Only	58.6 points below standard	2020-2021: 19.69% Met or Exceeded Source: CAASPP-ELPAC.cde.ca.gov	89.7 points below standard Source: 2022 CA School Dashboard	88 points below standard Source: 2023 CA School Dashboard	25 points below standard *60 points below standard
CAASPP Math English Learners Only	90.5 points below standard	2020-2021: 4.73% Met or Exceeded Source: CAASPP-ELPAC.cde.ca.gov	116 points below standard Source: 2022 CA School Dashboard	111.9 points below standard Source: 2023 CA School Dashboard	45 points below standard *80 points below standard
Lexia Core 5 Usage by English Learners in grades 5-8	18% of students meet usage requirement	80% of students are meeting the usage requirements Source: Lexia Core 5	REMOVE	N/A	95% of students meet usage requirement *REMOVE
Star Reading Assessment for English Learners in grades 2-4	Create baseline data in 2021-2022	47% are reading at or above grade level Source: Renaissance/STAR	35% are reading at or above grade level 2022-23 Source: Renaissance/STAR	58% are reading at or above grade level May 2024 Source: Renaissance/STAR	70% at or above grade level
Star Reading Assessment for English Learners in grades 5-8	Create baseline data in 2021-2022	8% are reading at or above grade level Source: Renaissance/STAR	10% are reading at or above grade level 2022-23	12% are reading at or above grade level May 2024	20% at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source: Renaissance/STAR	Source: Renaissance/STAR	
Star Math Assessment for English Learners in grades 2-4	Create baseline data in 2021-2022	53% are at or above grade level in math Source: Renaissance/STAR	58% are at or above grade level in math 2022-23 Source: Renaissance/STAR	71% are at or above grade level in math May 2024 Source: Renaissance/STAR	75% at or above grade level
Star Math Assessment for English Learners in grades 5-8	Create baseline data in 2021-2022	13% are at or above grade level in math Source: Renaissance/STAR	16% are at or above grade level in math 2022-23 Source: Renaissance/STAR	18% are at or above grade level in math May 2024 Source: Renaissance/STAR	25% at or above grade level
Parent Participation Rate (DELAC)	Create baseline data in 2022-2023	New for 2022-2023, establish baseline	We were unable to get parent representation to form a 2022-23 DELAC. All topics that needed to be communicated are shared out at regular monthly SSC meetings for the school year. Source: SSC Meeting Agendas	The district continues to struggle with getting parents to participate on the DELAC	Pending baseline results
STAR Reading Progress Improvement Rate in grades 5-8	Create baseline data in 2022-2023	New for 2022-2023, establish baseline	19% are reading one grade below grade level 2022-23	15% are reading one grade below grade level 2023-24	30% are reading one grade below grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Source: Renaissance/STAR	Source: Renaissance/STAR	

Goal Analysis

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

Briggs District worked hard to ensure the actions planned to meet Goal 3 were implemented.

The following describes any substantive differences in planned actions and actual implementation of these actions in the areas of:

Successes experienced with the implementation process:

3.1 English Learner Progress Monitoring; The district utilized the Elevation program to monitor and track English learner performance. Administrators met with staff throughout the year to analyze data and to inform instructional practices for English learners.

3.2 TOSA for English Language Support; The district assigned a TOSA at each site who were responsible for supporting classroom teachers with addressing the language proficiency needs of our English learners.

3.3 English Learner Family Engagement; Parents of English learners were invited to participate in the Latino Family Literacy program designed to support school engagement and college/career readiness for students.

3.5 Translation Services; The district made classified staff available for translation purposes during parent conferences, classroom meetings, and other similar events.

Challenges experienced with the implementation process:

3.4 Extra duty pay for English learner support was challenge to implement because the district was not able to find staff who were able to provide extra opportunities for English learners outside of the regular school hours.

Action(s) not implemented:

3.4 Extra duty pay for English learner support was not implemented in school year 2023/24 because the district was not able to find staff who were able to provide extra opportunities for English learners outside of the regular school hours.

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

The Budgeted Expenditures and Estimated Actual Expenditures were closely aligned for this Goal. There was not a material difference between the two.

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

The English Learners in Briggs School District made gains on local indicators, but not on state indicators.

The following explains how effective or ineffective the specific actions were in making progress toward the goal.

The following Action(s) do not show the degree to which the result was effective in achieving the goal by the associated metric(s); however, the output of the specific Action(s) is showing results, and if these actions were to continue, these Action(s) would ultimately show the degree of effectiveness:

Action 3.1-English Learner Progress Monitoring, Action 3.2-TOSA for English Language Support, Action 3.3-English Learner Family Engagement and Action 3.5-Translation Services were all implemented, but did not yield the full results. At Oliveland, STAR Reading improved 23% and STAR Math improved 13%. At Briggs, STAR Reading and STAR Math both improved 2%. The district's ELPI decreased 14.6% and the reclassification rate decreased 6%. More support and focus needs to be given to our long-term English Learners at the middle school. As a result, more actions will be added to this goal and will be explained in Prompt 4.

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

There were very few changes made to Goal 3, with the exception of updated expected outcomes based on 2023-24 Year 3 Outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the new 2024-25 through 2026-2027, three-year cycle, that resulted from reflections on prior practice are the following:

Goal Description and Explanation:

There were no changes made to the goal's description or explanation.

Metrics:

The following Metric(s) will be modified:

Metric STAR Reading Progress Improvement Rate will now use the STAR Growth Report to measure reading progress.

The following Metric(s) will be removed:

Metric Parent Participation Rate (DELAC) was removed due to incorporating it into School Site Council.

Metric Lexia Core 5 Usage was removed due to no longer using this program.

Actions:

The following Action(s) will be added:

Action 3.4 English Learner Professional Development will be added to provide teachers with a more clear understanding of the English Language Development (ELD) standards.

Action 3.6 English Learner Progress Monitoring and Compliance will be added to help support the daily implementation of English Language Development (ELD).

Expected Outcomes:

The following Desired Outcome(s) will be modified:

Metric 3.1 ELPI Desired Outcome was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 46.3% to a new Expected Outcome of 55%.

Metric 3.2 Reclassification Rate was modified based on the 23-24 Year 3 Outcome/24-25 Baseline of 10% to a new Expected Outcome of 30%.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

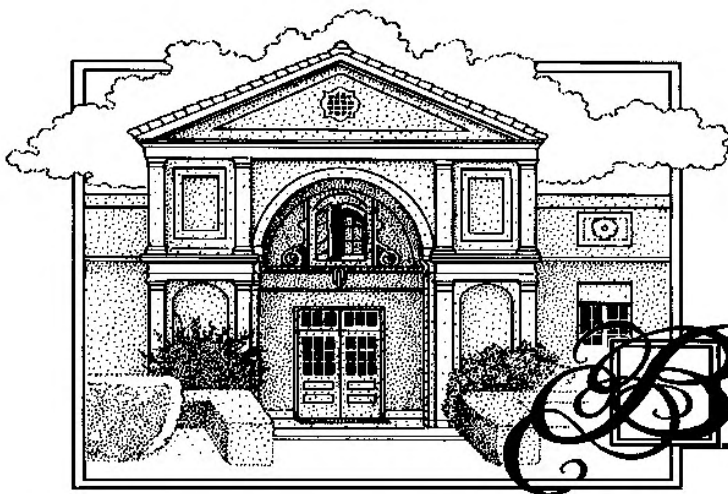
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Briggs School District

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
Briggs Elementary School District	Dr. Carlos Dominguez Superintendent	cdominguez@briggsesd.org 805 525-7540

Plan Summary [2024-25]

General Information

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

Briggs Elementary School District is a two-school, rural district with an average enrollment of 475 students. It is approximately 65 miles west of Los Angeles in Ventura County and at a midway point between the cities of Ventura and Santa Paula. The District employs one superintendent, two principals, 27 teachers, one RSP teacher, one school psychologist, one social-emotional counselor, 18 classified employees, 9 After-School program employees, and a .80 FTE school nurse. Auxiliary staff members such as the speech therapist and occupational therapist are outsourced through the Ventura County Office of Education and The Ventura County SELPA. Briggs School District has an unduplicated pupil count of 72%. The current demographics are as follows: 95.8% Hispanic, and 3.33% White, 0.87% Other. Our English Learners represent 36% of the student population. Socio-Economically Disadvantaged students represent 61.1%, Students with Disabilities represent 9.1%, our Homeless population represents 4.4% and Foster Youth is 0%. Within the school's rural boundaries, there are no sidewalks. Students from both sites enter the school via school bus or parent drop-off during normal school operations. Oliveland School is a California Distinguished School serving transitional kindergarten students through fourth grade. Briggs School serves students in

grades five through eight. For this year's LCAP, Briggs School will receive Equity Multiplier Funding and will have an additional focus goal to describe how the funds will be used.

Reflections: Annual Performance

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

Briggs School District analyzed data from the CA School Dashboard and local measures to determine and reflect on successes and challenges facing the district.

Overall, successes for the school district include slowly recovering from the widespread effects of the COVID-19 pandemic. According to the CA School Dashboard, Chronic Absenteeism declined by 5.9%, English Language Arts performance maintained by increasing 2.4 points and Math performance increased by 8.2 points. In ELA, English-only students increased points and in Math, current English Learners, recently Reclassified English Learners, and English-only students all increased points.

Overall, the district also identified challenges that will be addressed in the new LCAP cycle. English Learner progress declined by 14.6% and the reclassification rate decreased 6%. This was also reflected in ELA performance as Current English Learners only maintained at 1.7 points and recently Reclassified English Learners declined by 13.2 points. This will be addressed by putting a renewed focus on English Language Development (ELD) through our focus Goal 3 and actions 3.4 and 3.6. Another area of identified need is suspension rate. This increased by 2.1%, however local data shows that improvements are already being seen through PBIS efforts (Actions 1.1, 1.2 and 1.3) and work with the social emotional counselor (Action 1.5) this school year which should be reflected on next year's CA School Dashboard. While Chronic Absenteeism declined, the percentage of students missing school is too high and efforts will be made through Action 1.9.

The district identified the areas, schools and subgroups that need additional support as they scored in the lowest performance level (red) on the 2023 CA School Dashboard.

At the district level, they are:

Chronic Absenteeism: Homeless

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income

At Briggs School, they are:

Suspension Rate: All Students, English Learners, Hispanic, and Low Income

At Oliveland School, they are:

Chronic Absenteeism: English Learners

Reflections: Technical Assistance

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

Briggs School District has been identified as needing Differentiated Assistance for our Homeless group, State Priority 5: Chronic Absenteeism, and State Priority 6: Suspensions. To address the identified areas, Briggs will do the following:

Chronic Absenteeism: Briggs will educate students and families, including our homeless students, about the important of regular daily attendance. Incentives will be given for improved attendance. The SARB process will be used to support families who are struggling with attendance. This is addressed by Action 1.6 and 1.9 and measured by Metrics 1.1 and 1.2

Suspensions: Briggs has created a PBIS committee to help support student behavior of all students, including English learners, Hispanic, Low Income, and homeless students, and to determine other means to support students other than suspensions. This is addressed by Actions 1.1, 1.2, 1.3, and 1.6 and measured by Metrics 1.6, 1.7 and 1.8.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/ Teacher Labor Unit	Met teachers during an all-district staff meeting to share our 2023/24 goals and to discuss areas that needed to be revised for the new three-year LCAP. Ideas were shared for the new LCAP. Teachers were also asked to meet at department/grade levels representatives to share possible ideas. These ideas were shared and discussed during several Leadership Team meetings where the new 2024/25 LCAP goals and actions were created. The new goals and actions were shared with the School Site Council where several teachers participate.
Administrators	Both site principals participated in the teacher staff meeting and leadership team meetings. They were both heavily involved in the creation of the new goals and actions.
Parents	There are several parents who sit on the School Site Council. The superintendent shared the 2023/24 LCAP goals and actions with the School Site Council to gather any new ideas for the upcoming new LCAP. These ideas were shared with the district's leadership team. In addition, a survey was shared with all parents to gather ideas for the new LCAP.
Classified staff members	Classified staff members participate on the School Site Council and gave input on the new goals and actions.
Students	The superintendent met with the Briggs School ASB to share the 2023/24 LCAP and to gather ideas for the new LCAP. The ideas were shared with the District's leadership team. Students were also given a student survey to complete.

Educational Partner(s)	Process for Engagement
SELPA Consultation	Briggs, along with the other superintendents from our local small districts, consulted with SELPA Executive Director Joanna Della Gatta on March 19, 2024, to help support the needs of our students with special needs
Equity Multiplier Educational Partners	Staff and School Site Council members were consulted regarding effective ways to best utilize the Equity Multiplier Funding. The ideas were shared with the district's leadership team and influenced the development of the LCAP.

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

Feedback from Briggs educational partners feedback influenced the 2024-25 LCAP. Goal 1 of the district's LCAP will remain similar that the previous LCAP. The 2024-25 LCAP directly reflects the educational partners' input to focus on social-emotional services and positive behavior support. Briggs School District will expand the PBIS process by implementing PBIS committees at each school site (Action 1.1), participating in PBIS professional development (Action 1.2) and selecting/implementing a PBIS curriculum at both school sites (Action 1.3) Briggs School District will continue with counselor services (Action 1.5) to support students with their social-emotional needs and support both teachers and students with behavior management. The middle school will continue to offer enrichment opportunities and incentives to improve school connectedness, academic achievement and overall behavior. Parent involvement continues to be a focus for the district, and Action 1.7 will change to focus on parent workshop facilitated by teachers. The district recognizes that Chronic Absenteeism continues to be a concern. The District will implement Action 1.9 to help lower the Chronic Absenteeism rate. Some District families rely on internet assistance and Action 1.10 will continue to assist in this area.

3.

Goal 2 of the district's LCAP was influenced by educational partner input and analysis of the data to focus on student achievement. The district has analyzed CAASPP data pre and post pandemic and recognize the achievement gap that had increased due to the learning loss. To address these areas we will continue to provide full time intervention to increase student achievement as supported by the educational partners. The district plans to implement intensive progress monitoring during the school year utilizing STAR Reading and STAR math as benchmarks. Goal 3 of the district's LCAP was created as historical data analysis has shown that English learners' progress in ELA and math is another identified need. Families of English Learners have also expressed having more support, which includes the district focus on building parent capacity. In addition, a more focused approach to the implementation of ELD (Action 3.4 and 3.6) will be added to the LCAP.

This year, the District will receive Equity Multiplier Funding which requires a new LCAP goal. After consultation with educational partners, Goal 4 was added to implement the Equity Multiplier Funds to pay for Professional Learning Community professional development to help support teachers with analyzing student data to enhance student academic achievement.

The superintendent did not receive any questions requiring a response in writing, and the final board adoption was on June 6, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Briggs School District will promote a positive school climate and school connectedness by providing a safe, equitable, and conducive learning environment for all.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 aligns with State Priority 1 (Basic Services), State Priority 3 (Parental Involvement), State Priority 5 (Pupil Engagement) and State Priority 6 (School Climate). Briggs School District recognizes students need to feel safe, both physically and emotionally, and supported in all aspects of their learning in order to feel comfortable and want to come to school. School culture plays an integral part in how connected a student feels to their school. The district developed this broad goal with the intent of continuing to provide a safe, engaging and supportive school environment with the support of parents and families and the effectiveness will be measured across a variety of metrics and actions. Enrichment opportunities shall be provided through assemblies and field trips at both schools and after school clubs and electives at Briggs School. Social emotional, health and safety support will be provided by hiring and/or contracting support staff. School climate will be supported by the continued use of CHAMPS and PBIS strategies. Briggs and Oliveland's School implemented positive behavior incentive programs that supported good attendance, academics and positive behavior. The district is committed to continuing this PBIS work. The district also recognizes how important the partnership with parents and families also impacts student engagement. The district will continue to promote parent involvement through school events and effective communication in their home language.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism State Priority 5: Pupil Engagement	Source: 2023 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school			Source: 2026 CA Dashboard Chronic Absenteeism (Engagement) measures students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>10 percent or more of the instructional days they were enrolled.</p> <p>District: All: 28.9% EL: 32.8% LI: 30.1% HOM: 26.1% FY: N/A SWD: 36.1%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: HOM: 26.1%</p> <p>School(s) Olivelihoods EI EL: 44.4%</p>			<p>who are absent from school 10 percent or more of the instructional days they were enrolled.</p> <p>District: All: 10% EL: 10% LI: 10% HOM: 10% FY: N/A SWD: 10%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: HOM: 10%</p> <p>School(s): Olivelihoods EI EL: 10%</p>	
1.2	Attendance Rate State Priority 5: Pupil Engagement	Source: 2024 QGIS 94.49% attendance rate			Source: 2027 QGIS 97% attendance rate	
1.3	Suspension Rate State Priority 6: School Climate	Source: 2023 CA Dashboard			Source: 2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the 2023-24 school year</p> <p>District All: 7.4 % EL: 6.5 % LI: 8.1 % HOM: 13 % FY: N/A SWD: 9.8%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: ALL: 7.4% EL: 6.5% LI: 8.1% HOM: 13% HI: 7.7%</p> <p>School(s):</p> <p>Briggs EI ALL: 14.8% EL: 16.9 % LI: 15.5 % HI: 15.3%</p>			<p>Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the current school year</p> <p>District All: 5% EL: 5% LI: 5% HOM: 5% FY: 5% SWD: 8%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: ALL: 5% EL: 5% LI: 5% HOM: 5% HI: 5%</p> <p>School(s):</p> <p>Briggs EI ALL: 8% EL: 8%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					LI: 8% HI: 8%	
1.4	Middle School Dropout Rate State Priority 5: Pupil Engagement	Source: 2024 QGIS/CALPADS 0% Middle School Dropout Rate			Source: 2027 QGIS/CALPADS 0% Middle School Dropout Rate	
1.5	Expulsion Rate State Priority 6: School Climate	Source: 2024 QGIS 0% Expulsion Rate			Source: 2027 QGIS 0% Expulsion Rate	
1.6	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness	Source: 2024 School Connectedness Student Survey Briggs: 87.1% Yes/Sometimes 12.9% No Olivelihoods: 91.1% Yes/Sometimes 8.9% No			Source: 2027 School Connectedness Student Survey Briggs: 95% Yes/Sometimes Olivelihoods: 95% Yes/Sometimes	
1.7	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): Motivation to Learn	Source: 2024 Motivation to Learn Student Survey Briggs: 90.8% Yes/Sometimes 9.2% No Olivelihoods: 96.6% Yes/Sometimes 3.4% No			Source: 2027 Motivation to Learn Student Survey Briggs: 97% Yes/Sometimes Olivelihoods: 97% Yes/Sometimes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): Safety	Source: 2024 Safety Student Survey Briggs: 86% Yes/Sometimes 14% No Oliveland: 92% Yes/Sometimes 8% No			Source: 2027 Safety Student Survey Briggs: 95% Yes/Sometimes Oliveland: 95% Yes/Sometimes	
1.9	Local Indicator for State Priority 3: Parent Involvement	Source: 2024 Local Data District will offer minimum 15 parent engagement opportunities			Source: 2027 Local Data District will maintain minimum 15 parent engagement opportunities	
1.10	Local Indicator for State Priority 1: School Facilities in "Good Repair" per the CDE Facility Inspection Tool (FIT)	Source: 2024 FIT/CA School Dashboard Standard Met on Local Indicator Reflection/Good Repair			Source: 2027 FIT/CA School Dashboard Standard Met on Local Indicator Reflection/Good Repair	
1.11	Local Indicator for State Priority 5: Pupil Engagement K-8 District: High School Dropout Rate and Graduation Rate do not apply	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this Technical Assistance required action, each school site will establish a committee to assess progress in the PBIS process and to create an implementation plan with the intent of implementing PBIS district-wide with fidelity. PBIS implementation will be evident in Tiers I, II, and III.	\$14,850.00	No
1.2	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State	For this Technical Assistance required action, all staff will participate in PBIS professional development to support their understanding and implementation of the PBIS framework.	\$24,213.00	No

Action #	Title	Description	Total Funds	Contributing
	Priority 6: School Climate			
1.3	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this Technical Assistance required action, each school site will implement a social-emotional curriculum to help students effectively respond to a variety of situations and will offer a reward system to incentivize positive student behavior.	\$45,000.00	No
1.4	Middle School Support State Priority 1: Basic Services	The district will continue to hire single-subject credentialed staff as needed at the middle school level to provide a master schedule that promotes student enrichment opportunities in a variety of electives and promotes deeper student engagement through smaller class sizes. This will support all students, specifically English learners, Foster Youth, Low-Income and students with disabilities.	\$639,252.00	Yes
1.5	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	For this 2023 Dashboard Lowest Performance/Red Indicator required action, the district will maintain a full-time School Social Worker/Counselor to provide social-emotional support for all students, including English learners, Foster Youth, Low-Income, Homeless and students with disabilities. This action will also include maintaining a health clerk to support students with health needs while on school campus.	\$255,960.00	Yes
1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	The district will provide enrichment activities to engage all students, including English learners, Foster Youth, Low-Income and students with disabilities. The enrichment activities may include field trips, assemblies and professional contracted services. The district will also provide extra duty pay for staff to support enrichment opportunities and school connectedness for students.	\$261,872.00	Yes
1.7	Parent Involvement	The district will host teacher-led parent nights and workshops to help promote parent involvement and participation to strengthen the	\$11,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
	State Priority 3: Parent Involvement	home/school connection for all students, including English learners, Foster Youth, Low-Income, and students with disabilities. Topics for the parent nights and workshops may be based on feedback through parent surveys.		
1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	The district will provide campus support to strengthen the relationship of all students, including English learners, Foster Youth, Low-Income and students with disabilities strengthen the relationship of students with the school environment.	\$91,073.00	Yes
1.9	Attendance State Priority 5: Pupil Engagement	For this Technical Assistance required action, the district will communicate with parents of all students, including Chronically Absent students, regularly in an effort to educate them on the importance of regular school attendance. Communication may include the School Attendance Review Board (SARB) process, if necessary.	\$0.00	No
1.10	Technology - Internet Access State Priority 1: Basic Services	This district will provide internet access to low-income families in the district who need assistance with online district-home communication.	\$8,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Briggs School District will increase student achievement in English Language Arts and Mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 aligns with State Priority 1 (Basic Services), State Priority 2 (State Standards), State Priority 4 (Pupil Achievement), State Priority 7 (Course Access) and State Priority 8 (Other Pupil Outcomes) The district's ELA and Math scores are slowly progressing towards standard as shown on the California School Dashboard. The effects of the last couple of years post-pandemic still dramatically affect these scores. The district maintained in ELA on the 2023 CA School Dashboard with an increase of 2.4 points towards standard. Overall, the district is now 43 points below standard in ELA. The district increased in Math with an 8.2 point increase on the 2023 CA School Dashboard. Overall, the district is now 72.1 points below standard in Math. The district plans to continue to address the learning loss by implementing professional development of all staff, closer analyzing of student data throughout the school year, tiered intervention support for students identified with learning gaps through local benchmark data analysis, using supplemental resources in the classrooms, and the implementation of state adopted curriculum.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: English Language Arts (Academic) State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on			Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>distance from standard (DFS)</p> <p>District All: -43 EL: -63.6 LI: -48.9 HOM: N/A FY: N/A SWD: -120.3</p> <p>Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)</p> <p>District: SWD: -120.3</p>			<p>based on distance from standard (DFS)</p> <p>District: All: -20 EL: -30 LI: -25 HOM: N/A FY: N/A SWD: -75</p> <p>Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)</p> <p>District: SWD: -75</p>	
2.2	CAASPP: Math (Academic) State Priority 4: Pupil Achievement	<p>Source: 2023 CA Dashboard</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>District: All: -72.1 EL: -90.8 LI: -75.8</p>			<p>Source: 2026 CA Dashboard</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>District: All: -40</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: N/A FY: N/A SWD: -154.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: SWD: -154.8			EL: -50 LI: -40 HOM: FY: N/A SWD: -100 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: SWD: -100	
2.3	STAR Early Literacy and Reading Assessment for grades 1-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 75% of students reading at grade level			Source: 2027 STAR 80% of students will read at grade level or above	
2.4	STAR Reading Assessment for grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 22% of students reading at grade level			Source: 2027 STAR 50% of students will read at grade level or above	
2.5	STAR Math Assessment for grades 1-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 84% of students at grade level			Source: 2027 STAR 90% of students will be at grade level or above in math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	STAR Math Assessment for grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 41% of students at grade level			Source: 2027 STAR 80% of students will be at grade level or above in math	
2.7	Physical Fitness Test (PFT) State Priority 2: Implementation of State Standards	Source: 2024 PFT 99% Participation in PFT			Source: 2027 PFT Maintain at least 98% Participation in PFT	
2.8	Science CAST State Priority 4: Pupil Achievement	Source: 2023 CAST Results from CERS Grade 5: 16% Standard Met or Exceeded Grade 8: 13% Standard Met or Exceeded			Source: 2026 CAST Results from CERS Grade 5: 35% Standard Met or Exceeded Grade 8: 35% Standard Met or Exceeded	
2.9	Local Indicator for State Priority 1: State Board Adopted Standards-Aligned Instructional Materials for every student	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of students having State Board Adopted Standards-Aligned Instructional Materials			Source: 2026 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of students having State Board Adopted Standards-Aligned Instructional Materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Local Indicator for State Priority 1: Teachers fully credentialed and appropriately assigned	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of teachers fully credentialed and appropriately assigned			Source: 2026 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of teachers fully credentialed and appropriately assigned	
2.11	Local Indicator for State Priority 2: Implementation of State Standards	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of State Standards being implemented			Source: 2026 CA School Dashboard Standard Met on the CA School Dashboard Maintain 100% of State Standards being implemented	
2.12	Local Indicator for State Priority 4: Pupil Achievement K-8 District: College preparedness, High School UC-AG requirements, CTE Pathways, AP and EAP do not apply	N/A			N/A	
2.13	Local Indicator for State Priority 7: Access to a Broad Course of Study	Source: 2023 CA School Dashboard Standard Met on the CA School Dashboard			Source: 2026 CA School Dashboard Meet Standard on the CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Local Indicator for State Priority 8: Other Pupil Outcomes (College and Career)	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development State Priority 2: Implementation of State Standards	This 2023 Dashboard Lowest Performance/Red Indicator Required Action provides professional development to administration and teachers in grades TK-8 in ELA and Math to help inform instruction as a means to improve student academic achievement for all students, including English Learners, foster youth, low income students, and students with disabilities.	\$24,322.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	This 2023 Dashboard Lowest Performance/Red Indicator Required Action provides Teachers on Special Assignment (TOSA) and resources to provide tiered academic intervention services to students who are struggling to meet reading and math standards in their classroom. This will be offered to students, including English Learners, foster youth, low income students, and students with disabilities during the school day.	\$309,869.00	Yes
2.3	Supplemental Subscriptions and Materials State Priority 2: Implementation of State Standards & State Priority 7: Course Access	The district will provide supplemental resources both online and in print to provide students with additional individualized learning opportunities.	\$94,000.00	No
2.4	State Adopted Curriculum State Priority 2: Implementation of State Standards & State Priority 7: Course Access	The district will stay current with standards-based curriculum in all subject areas. This includes piloting and/or adopting new curriculum as the State Board of Education-approved frameworks become available and renewing print materials annually in adopted curriculum, as needed.	\$25,000.00	No
2.5	Student Progress Monitoring State Priority 4: Pupil Achievement	Administration and teachers will meet regularly to analyze student performance data and to determine strategies to implement in order to improve student achievement.	\$1,000.00	No
2.6	Professional Development State Priority 2: Implementation of State Standards	New certificated teachers will participate in a Teacher Induction Program, if necessary.	\$13,001.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By the 2024-25 school year, Briggs School District will support English learners and long-term English learners in their improvement of English Language Arts in order to achieve an increase in the reclassification rate of 5% and/or increase language proficiency by 5% as measured by the ELPI.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 aligns with State Priority 2 (State Standards), State Priority 3 (Parental Involvement), and State Priority 4 (Pupil Achievement). Briggs School District has always had a substantial number of English Learners make up the district student population with an average of 40% each year. 65% of the English Learners are in the elementary grades. The majority of English Learners that reclassify Fluent English Proficient (RFEP) are also from the elementary grades. The district will continue to support the English Learners in the elementary grades while focusing on the long-term English Learners in the middle school grades. The district developed this goal to provide more intensive monitoring and intervention to our English learners to raise the reclassification rate in the elementary grades and decrease the number of long-term English learners in the middle school grades. The state criteria for reclassification is scoring Level 4 Overall on the ELPAC. Historically the district's EL students perform well on the ELPAC, usually scoring Level 3 or Level 4 overall. The local criteria for reclassification is reading at grade level on the STAR Reading assessment. The district intends to work on this goal by regularly monitoring EL performance, providing designated ELD and intervention specific to English Learners and strengthening EL family engagement.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (ELPI) State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard English Learners (EL) making progress towards English language proficiency			Source: 2026 CA Dashboard English Learners (EL) making progress towards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: All ELs: 46.3%			English language proficiency District: ALL ELs: 55%	
3.2	English Learner Reclassification Rate State Priority 4: Pupil Achievement	Source: 2024 Local Reclassification Data 10% of English Learners reclassified			Source: 2027 Local Reclassification Data 30% of English Learners reclassified	
3.3	CAASPP ELA English Learners Only State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) 58.6 points below standard			Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) EL: 30 points below standard	
3.4	CAASPP Math English Learners Only State Priority 4: Pupil Achievement	Source: 2023 CA Dashboard Students meeting grade-level standards on the Math assessment based on			Source: 2026 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		distance from standard (DFS) 90.5 points below standard			on distance from standard (DFS) EL: 50 points below standard	
3.5	Star Reading Assessment for English Learners in grades 2-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 58% of English learners reading at grade level			Source: 2027 STAR 70% of English learners will read at grade level or above	
3.6	Star Reading Assessment for English Learners in grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 12% of English learners reading at grade level			Source: 2027 STAR 25% of English learners will read at grade level or above	
3.7	Star Math Assessment for English Learners in grades 2-4 State Priority 4: Pupil Achievement	Source: 2024 STAR 71% of English learners performing at grade level in Math			Source: 2027 STAR 85% of English learners will be at grade level or above in math	
3.8	Star Math Assessment for English Learners in grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR 18% of English learners performing at grade level in Math			Source: 2027 STAR 40% of English learners will be at grade level or above in math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	STAR Reading Progress Improvement Rate in grades 5-8 State Priority 4: Pupil Achievement	Source: 2024 STAR Growth Report 59% of English learners making progress on STAR Reading assessment			Source: 2027 STAR Growth Report 75% of English learners making progress on STAR Reading assessment	
3.10	Long-Term English Learner Totals State Priority 2: Implementation of State Standards	Source: 2024 DataQuest At-Risk 4-5 Years: 12.1 LTEL 6+ Years: 35%			Source: 2026 DataQuest At-Risk 4-5 Years: 5% LTEL 6+ Years: 10%	
3.11	Parent Involvement of English Learner students State Priority 3: Parent Involvement	Source: 2024 Local Data Four English Learner Parent Involvement events during the 2024-25 school year			Source: 2027 Local Data Maintain four English Learner Parent Involvement events	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Administration and teachers will monitor English learner performance across a variety of data points. Administration and teachers will meet regularly to identify English learners in need of additional intervention and discuss strategies of support. The compliance piece of the software will notify families of English Learners regarding proficiency scores, ELD placement and progress.	\$24,000.00	Yes
3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	The district has more than 30 English learner and 15 long-term English learners, therefore this required action will provide these students with targeted intervention to support their English language development.	\$107,471.00	Yes
3.3	English Learner Family Engagement State Priority 3: Parent Involvement	The district will offer parent engagement opportunities to families of English Learners through the Latino Family Literacy program and English as a Second Language (ESL) classes.	\$5,904.00	Yes
3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	To support the more than 30 English learner and 15 long-term English learners, this required action will provide Professional development to administration and teachers in grades TK-8 to help build a stronger understanding of the English language development (ELD) standards, including Designated and Integrated ELD. The professional development will also help administration and teachers understand how the ELA and ELD standards support one another.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Translation Services State Priority 3: Parent Involvement	The district will provide translation services for parent-teacher conferences and other district events.	\$9,409.00	Yes
3.6	English Learner Development State Priority 2: Implementation of State Standards	To support the more than 30 English learner and 15 long-term English learners, this required action will provide English language development (ELD) on a daily basis to improve the language proficiency of all English language learners.	\$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>By the end of the 2024-25 school year, Briggs School District will use the Equity Multiplier funds to support students who may have a high rate of mobility (English Learners, Homeless, Migrant, Low Income, Students with Disabilities, Hispanic) by implementing professional development opportunities focused on Professional Learning Communities. This required Equity Multiplier Focus goal will target the following student groups who have the lowest performance level on one or more state indicators on the Dashboard:</p> <p>At the district level, they are: Chronic Absenteeism: Homeless English Language Arts: Students with Disabilities Mathematics: Students with Disabilities Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income</p> <p>At Briggs School, they are: Suspension Rate: All Students, English Learners, Hispanic, and Low Income</p> <p>At Olivelihoods School, they are: Chronic Absenteeism: English Learners</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Briggs School District developed this required Equity Multiplier Focus Goal to target the following student groups who have the lowest performance level on one or more state indicators on the Dashboard. The district consulted with Ventura County Office of Education and School Site Council members to create this goal. This goal will incorporate building professional learning communities (PLCs) to identify these students and provide them with additional support as needed.

At the district level, they are:
Chronic Absenteeism: Homeless
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
Suspension Rate: All Students, English Learners, Hispanic, Homeless and Low Income

At Briggs School, they are:
Suspension Rate: All Students, English Learners, Hispanic, and Low Income

At Olivelihoods School, they are:
Chronic Absenteeism: English Learners

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Implementation of Professional Learning Communities State Priority 2: State Standards	Source: 2025 Local Data Meet a minimum three times per year to identify students with a high rate of mobility and analyze these students' academic data to determine needed support.			Source: 2028 Local Data Maintain meeting a minimum three times per year to identify students with a high rate of mobility and analyze these students' academic data to determine needed support.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement Professional Learning Community State Priority 2: State Standards	Briggs School District will provide professional development to assist all staff in implementing Professional Learning Communities to support students who may have a high mobility rate.	\$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,285,880	\$\$133,993

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
26.620%	0.000%	\$0.00	26.620%

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
1.4	<p>Action: Middle School Support State Priority 1: Basic Services</p> <p>Need: The identified need for Briggs School English Learners and Low Income students is in the area of ELA. ELs are 63.3 points below standard and Low Income students are 48.8 points below standard.</p>	The action of Middle School Support will allow for single subject, credentialed teachers to provide more specialized instruction and school connectedness to unduplicated pupils. It is provided on a schoolwide basis because this allows for an expanded master schedule for grades 6-8.	Metric 1.6 will measure the effectiveness through a student survey. Local Indicator for State Priority 6: School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness

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		
1.5	Action: Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate Need: The identified need for Briggs School District are in the areas of chronic absenteeism and suspension rate. The district has 28.9% of students chronically absent with the unduplicated pupil groups as follows: EL: 32.8%, LI: 30.1%, HOM: 26.1%, and SWD: 36.1%. The suspension rate for Briggs School District is 7.4% and the unduplicated pupil groups as follow: EL: 6.5 %, LI: 8.1 %, HOM: 13%, and SWD: 9.8%. Scope: LEA-wide	The action of Support Staff will address this need by helping our unduplicated pupil groups with their social emotional needs. The counselor and health clerk will support both school sites which is why it will be provided on an LEA-wide basis. While some of the unduplicated pupil groups have unique needs, the counselor and health clerk will be available to support all students in addition to the special subgroups. This action is a 2023 Dashboard Lowest Performance/Red Indicator required action for suspension rate.	Metrics 1.1 Chronic Absenteeism and 1.3 Suspension Rate will measure the effectiveness of this action.
1.6	Action: Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate Need: The identified need is in the area of school connectedness to support English Learners, foster youth and Low Income students. 91.1%	This action of Enrichment Opportunities will help students at both school sites feel connected to school which will improve their engagement and success. This will be provided on an LEA-wide basis to assist all students in increasing school connectedness.	Metric 1.6 School Climate/Positive Behavior Intervention and Support (PBIS): School Connectedness will measure the effectiveness through a student survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of students say Yes or Sometimes they feel connected at Oliveland and 87.1% of students say Yes or Sometimes they feel connected at Briggs.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Parent Involvement State Priority 3: Parent Involvement</p> <p>Need: The identified need is in the areas of school connectedness, motivation to learn, school safety and parent involvement to support English Learners, foster youth, and Low Income students.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated pupils continue to show a need for school connectedness, improved motivation to learn and a higher sense of feeling safe at school. By increasing parent involvement, this should help students in these critical areas.</p>	<p>Metric 1.9 Parent Involvement will measure the effectiveness of this action.</p>
1.8	<p>Action: Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate</p> <p>Need: The identified need is in the area of school safety to support English Learners, foster youth and Low Income students. At Briggs School, 86% of students say Yes or</p>	<p>Additional Campus Support will help with supervision of students and adding to an increased feeling of safety at school.</p>	<p>Metric 1.8 Safety Student Survey will measure the effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Sometimes they feel safe (35.8% Yes/50.2% Sometimes).</p> <p>Scope: Schoolwide</p>		
1.10	<p>Action: Technology - Internet Access State Priority 1: Basic Services</p> <p>Need: The identified need for our Low Income students is in having access to internet at home.</p> <p>Scope: LEA-wide</p>	By providing internet to specific neighborhoods in need, this will help our Low Income students increase school connectedness and parent involvement.	Metric 1.6 School Connectedness Student Survey and Metric 1.9 Parent Involvement will help measure the effectiveness of this action.
2.2	<p>Action: Tiered Intervention and Resources State Priority 4: Pupil Achievement</p> <p>Need: The identified need is in increasing academics in ELA and Math to support students with disabilities and English Learners. The district is 43 points below standard in ELA and 72.1 points below standard in Math per the 2023 CA School Dashboard. Students with disabilities are a Red Indicator in both ELA and Math on the Dashboard.</p>	Tiered intervention will address the needs of our LEA-wide unduplicated pupils by providing support to close the achievement gap.	Metrics 2.1 CAASPP ELA and 2.2 CAASPP Math will measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	Action: Translation Services State Priority 3: Parent Involvement Need: The identified need is approximately 40% of the households in Briggs School District list Spanish as their home language. This action will support English Learner, foster youth and Low Income students. Scope: LEA-wide	This action is provided on an LEA-wide basis in order to strengthen home/school communication with our English Learner families.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.

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
3.1	Action: English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement Need:	This progress monitoring action will help address the needs of our LEA-wide English Learners by identifying the proficiency levels of the students in order to provide additional support.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English Learners are advancing on the ELPAC and 10% are being reclassified.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: TOSA for English Language Development State Priority 4: Pupil Achievement</p> <p>Need: The identified need of our English Learners is in reading progress. Currently, 58% of English Learners at Oliveland are reading at grade level and 12% of English Learners at Briggs are reading at grade level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The TOSA will address the needs of LEA-wide English Learners by providing intervention support in the area of reading in hopes of improving reading levels in order to reclassify.	Metrics 3.5 and 3.6 STAR Reading Assessment for English Learners will help measure the effectiveness of this action.
3.3	<p>Action: English Learner Family Engagement State Priority 3: Parent Involvement</p> <p>Need: The identified need is in the reading progress of our long-term English Learners at Briggs School. Currently, 12% of English Learners are reading at grade level, 18% of English Learners are at grade level in math and 59% of English Learners are making improvements</p>	Parent involvement will address the identified need by the parents learning how to meet the academic needs of their children.	Metrics 3.6, 3.8 and 3.10 will measure the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>in their reading level per the STAR Reading Assessment.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: English Learner Professional Development State Priority 2: Implementation of State Standards</p> <p>Need: The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English Learners are advancing on the ELPAC and 10% are being reclassified.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will help the identified need by helping staff understand the elements of English Language Development in order to help English Learners increase their English proficiency.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.
3.6	<p>Action: English Learner Development State Priority 2: Implementation of State Standards</p> <p>Need: The identified need of English Learners is English language improvement in order to reclassify. Currently, 46.3% of English Learners are advancing on the ELPAC and 10% are being reclassified.</p> <p>Scope:</p>	This action of implementing ELD will address the identified need of supporting our English Learners in their English language development in order to reclassify.	Metric 3.1 ELPI and Metric 3.2 Reclassification Rate will monitor the effectiveness of this action.

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

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

N/A

Additional Concentration Grant Funding

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

The Briggs School District has received concentration grant add-on funding consistent with California Education Code Section 42238.02 as amended and plans on using these funds to increase staff, specifically, our Teacher on Special Assignment (TOSA) for English Language support- Action 3.2, who will directly serve English Language Learner Students.

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	469:16.24

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,830,489	\$1,285,880	26.620%	0.000%	26.620%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,535,932.00	\$372,415.00	\$0.00	\$120,465.00	\$2,028,812.00	\$1,402,304.00	\$626,508.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		\$0.00	\$14,850.00	\$14,850.00	\$0.00	\$0.00	\$0.00	\$14,850.00	
1	1.2	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		\$17,213.00	\$7,000.00	\$24,213.00	\$0.00	\$0.00	\$0.00	\$24,213.00	
1	1.3	Positive Behavior Intervention Support (PBIS) State Priority 5: Pupil Engagement & State Priority 6: School Climate	All	No			All Schools		\$0.00	\$45,000.00	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00	
1	1.4	Middle School Support State Priority 1: Basic Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Briggs School		\$639,252.00	\$0.00	\$639,252.00	\$0.00	\$0.00	\$0.00	\$639,252.00	
1	1.5	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$180,374.00	\$75,586.00	\$215,374.00	\$35,056.00	\$0.00	\$5,530.00	\$255,960.00	
1	1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$44,622.00	\$217,250.00	\$121,872.00	\$140,000.00	\$0.00	\$0.00	\$261,872.00	

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
		Priority 6: School Climate														
1	1.7	Parent Involvement State Priority 3: Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,116.00	\$9,800.00	\$11,916.00	\$0.00	\$0.00	\$0.00	\$11,916.00	
1	1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Briggs School		\$91,073.00	\$0.00	\$91,073.00	\$0.00	\$0.00	\$0.00	\$91,073.00	
1	1.9	Attendance State Priority 5: Pupil Engagement	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	Technology - Internet Access State Priority 1: Basic Services	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$8,700.00	\$8,700.00	\$0.00	\$0.00	\$0.00	\$8,700.00	
2	2.1	Professional Development State Priority 2: Implementation of State Standards	All	No			All Schools		\$0.00	\$24,322.00	\$0.00	\$14,888.00	\$0.00	\$9,434.00	\$24,322.00	
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$308,369.00	\$1,500.00	\$309,869.00	\$0.00	\$0.00	\$0.00	\$309,869.00	
2	2.3	Supplemental Subscriptions and Materials State Priority 2: Implementation of State Standards & State Priority 7: Course Access	All	No			All Schools		\$0.00	\$94,000.00	\$24,000.00	\$0.00	\$0.00	\$70,000.00	\$94,000.00	
2	2.4	State Adopted Curriculum State Priority 2: Implementation of State Standards & State Priority 7: Course Access	All	No			All Schools		\$0.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	
2	2.5	Student Progress Monitoring State Priority 4: Pupil Achievement	All	No			All Schools		\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Professional Development State Priority 2: Implementation of State Standards	All	No			All Schools		\$5,501.00	\$7,500.00	\$0.00	\$0.00	\$0.00	\$13,001.00	\$13,001.00	
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$24,000.00	\$1,500.00	\$0.00	\$0.00	\$22,500.00	\$24,000.00	
3	3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$107,471.00	\$0.00	\$0.00	\$107,471.00	\$0.00	\$0.00	\$107,471.00	
3	3.3	English Learner Family Engagement State Priority 3: Parent Involvement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Briggs School		\$2,904.00	\$3,000.00	\$5,904.00	\$0.00	\$0.00	\$0.00	\$5,904.00	
3	3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
3	3.5	Translation Services State Priority 3: Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,409.00	\$6,000.00	\$9,409.00	\$0.00	\$0.00	\$0.00	\$9,409.00	
3	3.6	English Learner Development State Priority 2: Implementation of State Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	
4	4.1	Implement Professional Learning Community State Priority 2: State Standards	All	No			All Schools		\$0.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,830,489	\$1,285,880	26.620%	0.000%	26.620%	\$1,426,869.00	0.000%	29.539 %	Total:	\$1,426,869.00
								LEA-wide Total:	\$677,140.00
								Limited Total:	\$19,404.00
								Schoolwide Total:	\$730,325.00

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	1.4	Middle School Support State Priority 1: Basic Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	\$639,252.00	
1	1.5	Support Staff Services State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,374.00	
1	1.6	Enrichment Opportunities and Extra Duty State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,872.00	
1	1.7	Parent Involvement State Priority 3: Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,916.00	
1	1.8	Campus Support State Priority 5: Pupil Engagement & State Priority 6: School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	\$91,073.00	
1	1.10	Technology - Internet Access	Yes	LEA-wide	Low Income	All Schools	\$8,700.00	

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 (%)
		State Priority 1: Basic Services						
2	2.2	Tiered Intervention and Resources State Priority 4: Pupil Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$309,869.00	
3	3.1	English Learner Progress Monitoring & Compliance State Priority 4: Pupil Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,500.00	
3	3.2	TOSA for English Language Development State Priority 4: Pupil Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
3	3.3	English Learner Family Engagement State Priority 3: Parent Involvement	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Briggs School	\$5,904.00	
3	3.4	English Learner Professional Development State Priority 2: Implementation of State Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
3	3.5	Translation Services State Priority 3: Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,409.00	
3	3.6	English Learner Development State Priority 2: Implementation of State Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,003,533.00	\$2,125,588.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology		204,084	181,855
1	1.2	Technology - Internet Access	Yes	8,725	8,725
1	1.3	Positive Behavior Intervention Support (PBIS)		25,000	15,500
1	1.4	Middle School Support	Yes	581,976	618,122
1	1.5	Support Staff	Yes	244,466	323,368
1	1.6	Enrichment Opportunities and Extra Duty	Yes	146,721	231,661
1	1.7	Parent Involvement	Yes	11,773	1,320
1	1.8	Campus Support	Yes	84,341	85,896
2	2.1	Professional Development	Yes	44,559	41,900
2	2.2	Tiered Intervention and Resources	Yes	289,409	315,948
2	2.3	Supplemental Subscriptions and Materials	No	130,689	92,149
2	2.4	State Adopted Curriculum	No	25,000	49,044

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	2.5	Student Progress Monitoring	No	0	0
3	3.1	English Learner Progress Monitoring & Compliance	Yes	2,000	0
3	3.2	TOSA for English Language Support	Yes	179,418	147,299
3	3.3	English Learner Family Engagement	Yes	19,651	8,401
3	3.5	Translation Services	Yes	5,721	4,400

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,335,775	\$1,394,783.00	\$1,394,066.00	\$717.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology - Internet Access	Yes	\$8,725.00	8,725		
1	1.4	Middle School Support	Yes	\$581,976.00	618,122		
1	1.5	Support Staff	Yes	\$244,466.00	242,728		
1	1.6	Enrichment Opportunities and Extra Duty	Yes	\$146,721.00	108,526		
1	1.7	Parent Involvement	Yes	\$11,773.00	1,320		
1	1.8	Campus Support	Yes	\$84,341.00	85,896		
2	2.1	Professional Development	Yes	\$0.00	0		
2	2.2	Tiered Intervention and Resources	Yes	\$289,409.00	315,948		
3	3.1	English Learner Progress Monitoring & Compliance	Yes	\$2,000.00	0		
3	3.2	TOSA for English Language Support	Yes	\$0.00	0		
3	3.3	English Learner Family Engagement	Yes	\$19,651.00	8,401		
3	3.5	Translation Services	Yes	\$5,721.00	4,400		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,917,447	\$1,335,775	0	27.164%	\$1,394,066.00	0.000%	28.349%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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