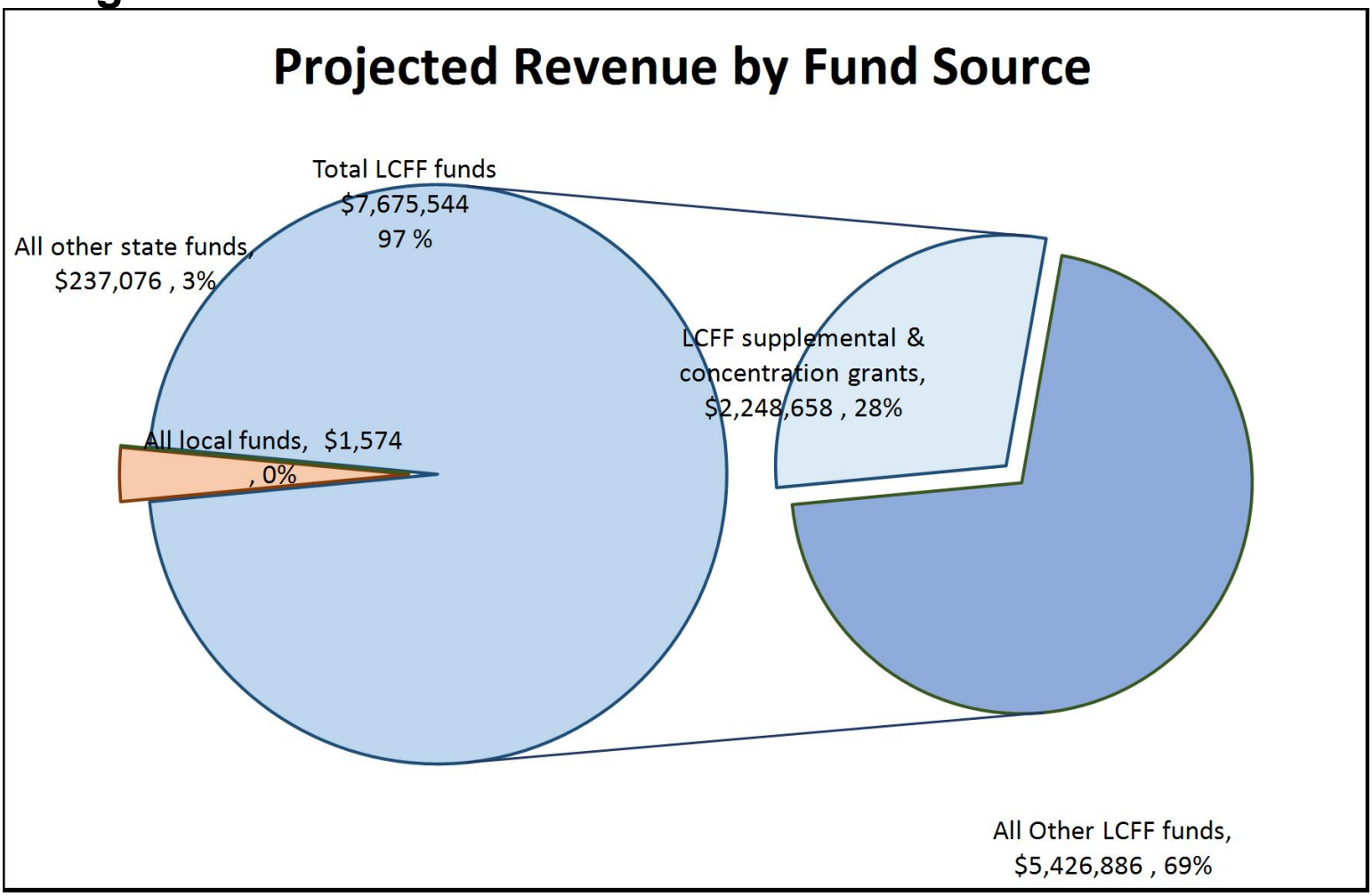
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Butterfield Charter School
CDS Code: 54-75523-0114348
School Year: 2025-26
LEA contact information:
Dr. Nate Nelson
Superintendent

559-793-2455

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 2025-26 School Year

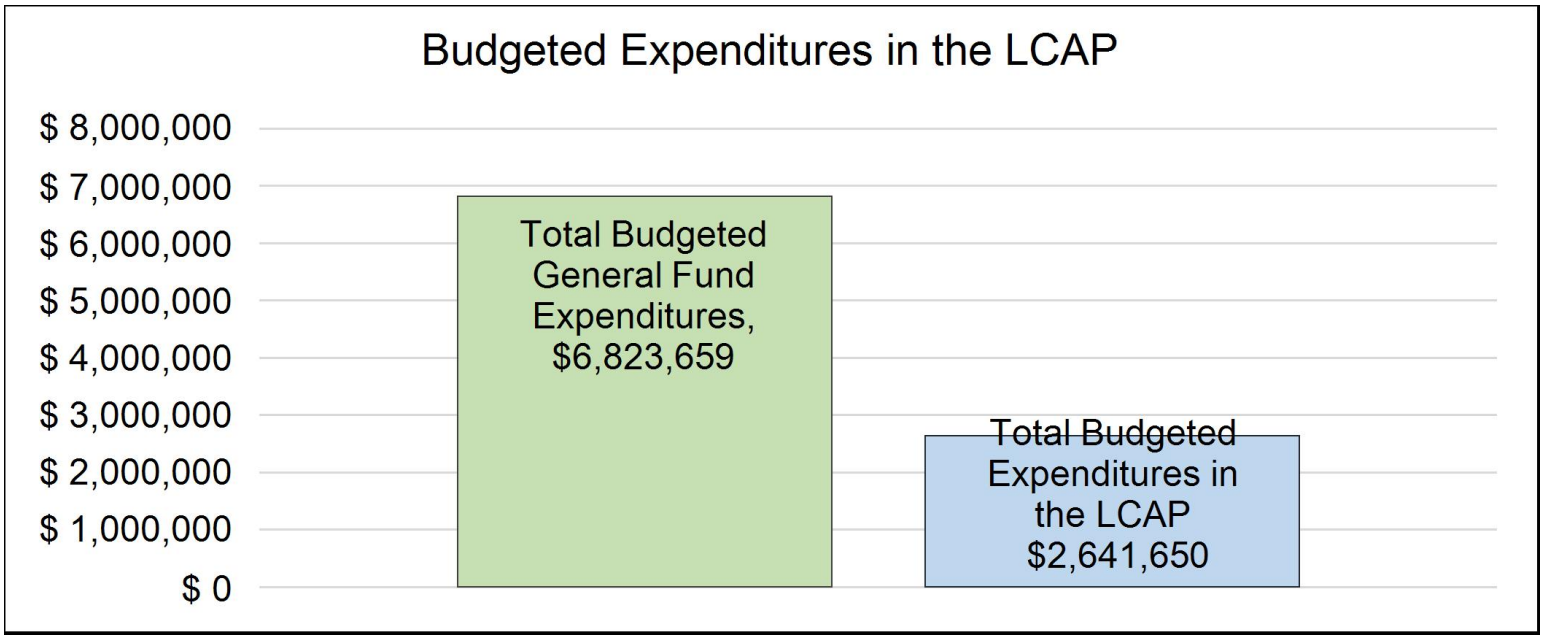


This chart shows the total general purpose revenue Butterfield Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Butterfield Charter School is $7,914,194, of which $7,675,544 is Local Control Funding Formula (LCFF), $237,076 is other state funds, $1,574 is local funds, and $0.00 is federal funds. Of the $7,675,544 in LCFF Funds, $$2,248,658 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 Butterfield Charter School plans to spend for 2025-26. 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: Butterfield Charter School plans to spend $6,823,659 for the 2025-26 school year. Of that amount, $$2,641,650.00 is tied to actions/services in the LCAP and $4,182,009 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

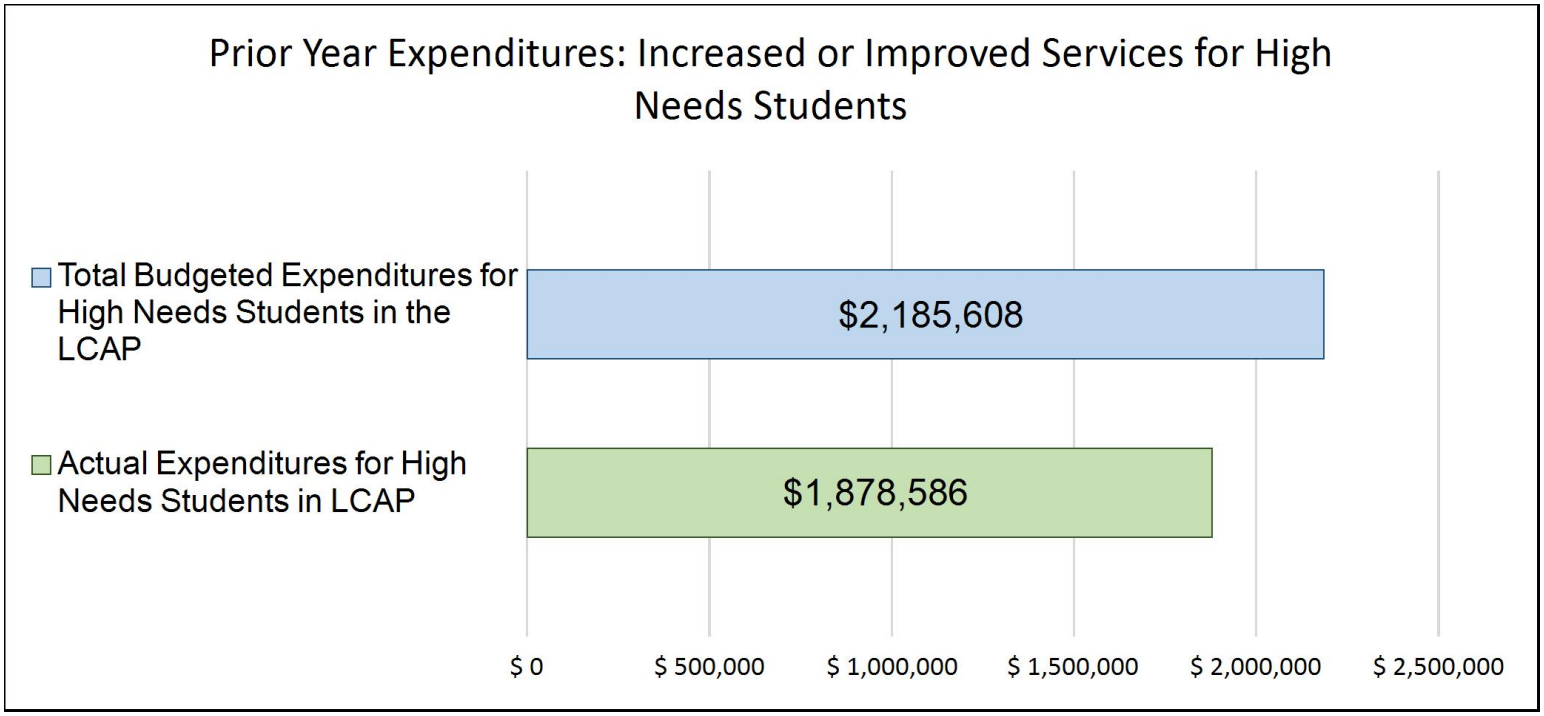
General Fund budgeted expenditures not in the LCAP will be used in the following way: certificated, classified, and administrative salaries along with employee health and welfare benefits. Butterfield will also utilize these funds for classroom materials, supplies, and maintenance and operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Butterfield Charter School is projecting it will receive $$2,248,658 based on the enrollment of foster youth, English learner, and low-income students. Butterfield Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Butterfield Charter School plans to spend $$2,486,489.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Butterfield Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Butterfield Charter School 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 2024-25, Butterfield Charter School's LCAP budgeted $$2,185,608.00 for planned actions to increase or improve services for high needs students. Butterfield Charter School actually spent $$1,878,586.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $307,022 had the following impact on Butterfield Charter School’s ability to increase or improve services for high needs students:

The difference total budgeted expenditures and estimated actuals expenditures for actions and services to increase or improve services had minimal/ no impact to the overall increased or improved services for high needs students in 2024-25. The majority of the services planned were completed. Any difference between budgeted actions and services and estimated actuals is explained in the Annual Updated section of the LCAP.

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
Butterfield Charter School	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

Plan Summary [2025-26]

General Information

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

Butterfield Charter High Schools is a dependent charter within Porterville Unified in Porterville, and is situated along the foothills of the Sierras, located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, two alternative sites and one Adult School. The school services approximately 470 students with the majority (76.6%) from socioeconomically disadvantaged backgrounds. There are approximately 21.7% English learners, 9.1% students with disabilities, 5.1% of student from migrant families, 2.3% homeless, and 1.3% foster youth students.

Vision Statement: Butterfield Charter School provides opportunities for students to acquire the skills and knowledge necessary to succeed in college and/or career and to make positive contributions in our community and global society.

The mission of Butterfield Charter School is to offer students an alternative approach to learning in order to be college and/or career ready and prepared to be responsible citizens. Butterfield Charter School assists students in developing literacy, self-motivation, and a desire to be lifelong learners by providing a safe and caring environment through flexible, yet structured, individualized and classroom instruction. The goal is to help all students achieve their highest potential and earn a high school diploma by offering a variety of instructional strategies and support systems, while recognizing the unique and varied needs of each student.

Expected Graduate Outcomes:
As a result, all students will develop and demonstrate:

- Critical thinking and problem solving skills
- Cultural awareness and the ability to collaborate with diverse groups
- Technical skills in digital media applications and information management
- Effective communication skills of listening, speaking and writing
- Creativity and innovation
- Leadership, self-management and organizational skills obtained through real world applications and community involvement
- Adaptability, responsibility and ethical behaviors
- The ability to navigate the global world of work and further their education

The Butterfield School Site Council approved the transition being a Targeted Assistance School (TAS) to operating as a Schoolwide Program (SWP) at the site's School Site Council meeting held on January 17, 2024.

Reflections: Annual Performance

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

FROM THE 2024-2025 DASHBOARD:
Overall Red: ELA, Mathematics
Student Group Red:

- ELA: Hispanic & SED
- Math: Hispanic & SED
- CCI: EL & LTEL

LEARNING RECOVERY BLOCK GRANT:
During the 2024-2025 academic year, it is estimated that Butterfield will have $274,627 of unexpended Learning Recovery Block Grant (LRBG) funds. Use of these funds will be reflected in the following goals and actions throughout the current LCAP:

- Goal 1, Actions 1.1, 1.3, 1.4, 1.6 and 1.7
- Goal 2, Action 2.2
- Goal 3, Actions 3.3
- Goal 4, Actions 4.1, 4.2 and 4.3

Use of LRBG funds resulted from identifying needed support for improving academic outcomes for students which became evident through a needs assessment highlighting an overall site red performance level in both ELA and mathematics. Additionally, four student groups performed at the lowest performance level: Hispanic & Socioeconomically Disadvantaged (SED) for ELA and Mathematics, and EL & LTEL in the College and Career Indicator (CCI).

FROM THE 2023-2024 DASHBOARD:

The California School Dashboard information for the 2022-2023 academic year reflects the performance level for Academic Performance (ELA, Math, English Learner Progress, & College Career)

The Butterfield Charter School (BCS) has conducted a detailed review of our annual performance using the California School Dashboard (Dashboard) and local data. This reflection outlines our successes and challenges, identifies areas for improvement, and highlights our strategies for addressing the needs of specific student groups and schools within our Local Control and Accountability Plan (LCAP).

Successes: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White Students maintained the highest performance level (blue) for the suspension rate, demonstrating effective behavior management and supportive school environments. Also, no student group performed at the lowest performance level (red) in any of the academic areas (ELA, mathematics, or ELPI)

Challenges: There were five student groups that performed at the lowest performance level (red) for both the Graduation Rate and College and Career Indicator categories on the Dashboard: All, English Learner, Socioeconomically Disadvantaged, Hispanic and White.

College/Career Readiness: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White Students: Indicated as Very Low, suggesting that students are not adequately prepared for post-secondary education or career opportunities.

- All Students indicated very low; 2.5 % prepared
- Hispanic student group indicated very low; 2.9% prepared
- Socioeconomically Disadvantaged students very low; 2.3% prepared
- English Learners indicated very low; 2% prepared
- White student group very low; 2% prepared

Graduation Rate: English Learners, Socioeconomically Disadvantaged, Hispanic, and White Students received a Red performance level, highlighting a critical area for intervention to ensure higher graduation rates.

- All Students received a Red performance level; 57.7% graduated, which indicated a 17.5% decline from the previous year.
- English learners received a Red performance level; 66.7% graduated, which indicated an 3.9% decline.
- Hispanic students received a Red performance level; 59.2% graduated, which indicated a 13.6% decline
- White student group received a Red performance level; 57.7% graduated, which indicated an 18.8% decline.
- Socioeconomically Disadvantaged students received a Red performance level; 54.8% graduated, which indicated a 19.2% decline.

Identified needs and strategies for student groups with lowest performance levels:

- Graduation Rate & College and Career Indicator: Focused interventions are needed for all students, especially for English Learners, Socioeconomically Disadvantaged, Hispanic, and White students who are at the Red performance level. Strategies will include individualized academic support, increased access to counseling, and enhanced engagement programs. We will enhance family engagement, and offer support services to address underlying causes of absenteeism.
- Academic support programs tailored to the unique needs of English Learners will be expanded, including additional language acquisition resources and personalized learning plans.
- Customized instructional strategies for students with disabilities and increased support services will be implemented to ensure these students receive the necessary accommodations to succeed academically.

- Continued professional development for educators will focus on effective instructional strategies, cultural competency, and differentiated instruction to better serve diverse student populations.
- Data-Driven Instruction: Utilize data from formative assessments to inform instruction and provide targeted interventions to address academic deficiencies in ELA and Mathematics thereby improving both the graduation rate and the college and career indicator.
- College/Career Readiness Programs: Strengthen college and career readiness programs by offering more Advanced Placement (AP) courses, vocational training, and partnerships with local colleges and businesses.

Conclusion
Butterfield Charter School is committed to addressing the identified needs of our student groups and improving overall performance. By implementing targeted strategies and continuously monitoring progress, we aim to enhance educational outcomes and ensure that all students are well-prepared for future success.

Reflections: Technical Assistance

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

Not applicable for the 2024-2025 academic year.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administratiors, Parents, Students and other school personnel	School Site Council & English Language Advisory Committee meetings held throughout the year: • January 22, 2025 • February 19, 2025 • April 19, 2025 and • May 14, 2025
Administrators, Teachers, & other school personnel	Leadership Collaboration meetings throughout the year to reflect on continuous improvement efforts and target systems of improvement. These sessions took place on: • September 4, 2024 • October 17, 2024 • December 12, 2024 • February 12, 2025 • February 27, 2025 • March 13, 2025 • April 3, 2025 • April 23, 2025 • April 29, 2025

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

Butterfield's adopted LCAP was significantly influenced by the feedback provided by various educational partners, including teachers, principals, administrators, other school personnel, parents, and students. Feedback was collected through multiple channels, including staff meetings, School Site Council meetings, English Language Advisory Committee meetings, and district-sponsored meetings.

Key areas where this feedback influenced the LCAP include:

- Resource Allocation: Feedback helped identify priority areas for resource allocation to ensure equitable distribution and support for underrepresented student groups.
- Targeted Intervention: Input from educational partners was instrumental in developing targeted intervention and refining existing ones to better address student needs and improve educational outcomes.
- Professional Development: Feedback from teachers and school personnel shaped the focus of professional development programs, ensuring they are relevant and beneficial.
- Parent and Community Involvement: Suggestions from parents and community members led to enhanced strategies for increasing parent and community involvement in school activities and decision-making processes.

By continuously engaging educational partners, the LEA ensures that the LCAP reflects the diverse perspectives and needs of the entire school community, leading to more effective and responsive educational planning and outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Student Success & Readiness: Ensure each student has meaningful educational experiences and opportunities to grow and develop as individuals, to achieve their highest potential.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the pursuit of educational excellence and the holistic development of each student, Butterfield Charter School has established a goal that resonates deeply with the core values and strategic vision outlined in Porterville Unified School District Strategic Plan developed at the culmination of the 2021-2022 School Year. This goal, aimed at ensuring every student has meaningful educational experiences and opportunities to grow and achieve their highest potential, is a direct reflection of our commitment to fostering an inclusive, supportive, and enriching learning environment. This goal ant the strategic actions are the direct result of extensive stakeholder feedback and embody Pillar 1 of PUSD's Strategic Plan. They signify our unwavering commitment to not just academic excellence, but to nurturing, well-rounded individuals equipped with the knowledge, skills, and resilience to thrive in an ever-evolving world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard	STAR Reading 3-8 Grade Equivalent (GE) growth (Spring, 2023-2024) K-3 = 2.9 4-6 = 5.7 7-8 = 5.2 9-12 = 6.1	STAR Reading 3-8 Grade Equivalent (GE) growth (Consolidated Status Report, Spring 2024-2025) K-3 = 4.2 4-6 = 5.2		STAR Reading (Spring) K-3 = 3.0 4-6 = 5.9 7-8 = 6.0 9-12 = 7.0	STAR Reading 3-8 Grade Equivalent (GE) growth (Consolidated Status Report, Spring 2024-2025) K-3 = +1.3 4-6 = -0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7-8 = 5.8 9-12 = 7.0			7-8 = +0.6 9-12 = +0.9
1.2	Panorama Student Survey	Sense of Belonging (percent feeling Valued) -Grades 6-12: 42% (2023-2024)	Sense of Belonging (percent feeling Valued) -Grades 6-12: 62% (Winter 2025)		Sense of Belonging -Grades 6-12: 50%	Sense of Belonging (percent feeling Valued) -Grades 6-12: +10% (Winter 2025)
1.3	CAASPP Math distance from standard	Butterfield Charter School: All: -198.4 EL: -198.9 Foster: * SED: -203.3 (CA Dashboard: 2022-2023) An asterisk (*) indicates that the n-size consists of less than 11 students.	Butterfield Charter School: All: -195.7 EL: -246.6 Foster: * SED: -201.0 (CA Dashboard: 2023-2024) An asterisk (*) indicates that the n-size consists of less than 11 students.		Butterfield Charter School: All: -138.4 EL: -147.7 Foster: * SED: -135.1 (CA Dashboard 2025-2026)	Butterfield Charter School: All: +2.7 EL: -47.7 Foster: * SED: +2.3 (CA Dashboard: 2023-2024) An asterisk (*) indicates that the n-size consists of less than 11 students.
1.4	CAASPP ELA distance from standard	Butterfield Charter School: All: -85.5 EL: -103 Foster:* SED: -91.9 (CA Dashboard: 2022-2023)	Butterfield Charter School: All: -91.6 EL: -147.4 Foster:* SED: -96.2 (CA Dashboard: 2023-2024)		Butterfield Charter School: All: +7.2 EL: -26.05 Foster: * SED: -22.1 (CA Dashboard 2025-2026	Butterfield Charter School: All: -6.1 EL: -44.4 Foster:* SED: -4.3 (CA Dashboard: 2023-2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		An asterisk (*) indicates that the n-size consists of less than 11 students.	An asterisk (*) indicates that the n-size consists of less than 11 students.			An asterisk (*) indicates that the n-size consists of less than 11 students.
1.5	Graduation Rate*	Butterfield Charter School (in percent, %) All: 57.7% EL: 66.7% Foster: * SED: 54.8% (CA Dashboard, Additional Reports 2022-2023)	Butterfield Charter School (in percent, %) All: 77.5% EL: 74.6% Foster: * SED: 76.7% (CA Dashboard 2023-2024)		Butterfield Charter School (in percent, %) All: 88.3% EL: 97.3% Foster: * SED: 85.4% (CA Dashboard, Additional Reports 2025-2026)	Butterfield Charter School (in percent, %) All: +19.8% EL: +7.9% Foster: * SED: +21.9% (CA Dashboard 2023-2024)
1.6	English Learner Progress	English Learner Progress Indicator: EL: 26.8% LTEL: TBD (CA Dashboard: 2022-2023)	English Learner Progress Indicator: EL: 29.9% LTEL: 31.4% (CA Dashboard: 2023-2024)		English Learner Progress Indicator: EL: 53.6% LTEL: TBD (CA Dashboard 2025-2026	English Learner Progress Indicator: EL: +3.1% LTEL: NA (CA Dashboard: 2023-2024)
1.7	EL Reclassification*	English Learners were reclassified at a rate of .01% (22-23 EOY CALPADS report 2.16)	English Learners were reclassified at a rate of 12.8% (13 of 102) (23-24 EOY CALPADS report 2.16)		English Learners were reclassified at a rate of 5%	English Learners were reclassified at a rate of 12.8% (13 of 102) (23-24 EOY CALPADS report 2.16)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Grade 11 EAP*	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall: ELA: 16.88 % Math: 1.25% EL ELA: 2.94% Math: 0% LTEL ELA: 0% Math: 0% SED ELA: 14.58% Math: 1.39% (DataQuest 2022-2023)	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall: ELA: 17.55 % Math: 4.28% EL ELA: 2.50% Math: 0% LTEL ELA: 2.86% Math: 0% SED ELA: 17.64% Math: 3.53% (DataQuest 2023-2024)		Gradr 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall: ELA: 20.19% Math: 2.74% EL ELA: 7.88% Math: 3% LTEL ELA: 5.71% Math: 1.07% SED ELA: 17.56% Math:2% (DataQuest 2025-2026)	Grade 11 Students considered "Ready" (Exceeding Standard) or "Conditionally Ready" (Meeting Standard). Overall: ELA: +0.67% Math: +3.03% EL ELA: -0.44% Math: 0% LTEL ELA: +2.86% Math: 0% SED ELA: +3.06% Math: +2.14% (DataQuest 2023-2024)
1.9	A-G* CTE Completer* A-G & CTE Completer	Meeting A-G: All 1.2% (3) SED: 0.5% (1) EL: 0% (0) LTEL: TBD CTE Pathway Completion: All: 5.0% (13)	Meeting A-G: All 1.6% (4) SED: 1.2% (3) EL: 1.7% (1) LTEL: 0% (0) CTE Pathway Completion: All: 3.5% (9)		Meeting A-G: All: 3.5% SED: 3.0% EL: 2.5% CTE Pathway Completion: 5 students All: 50%	Meeting A-G: All +0.4% SED: +0.7% EL: +1.7% LTEL: NA CTE Pathway Completion: All: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 5.0% (11) EL: 2.0% (1) LTEL: TBD A-G & CTE Completer All: 0% (CA Dashboard, Additional Reports 2022-2023)	SED: 2.9% (7) EL: 1.7% (1) LTEL: 1.9% (1) A-G & CTE Completer All: 0% (CA Dashboard, Additional Reports 2023-2024)		SED: 60% EL: 100% A-G & CTE Completer All: 5% (CA Dashboard, Additional Reports 2025-2026	SED: -2.1% EL: -0.3% LTEL: NA A-G & CTE Completer All: 0% (CA Dashboard, Additional Reports 2023-2024)
1.10	Graduating cohort students scoring a 3 or higher on two AP Exams*	No students (2022-2023 Dashboard, Additional Reports)	No students (2023-2024 Dashboard, Additional Reports)		4 students (2022-2023 Dashboard, Additional Reports)	No Change (2023-2024 Dashboard, Additional Reports)

Goal Analysis [2024-25]

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.

Butterfield Charter School implemented Goal 1 with a focused commitment to providing meaningful educational experiences and supporting the holistic development of every student. Informed by stakeholder feedback and aligned with PUSD's strategic vision, the goal targeted improvements in academic achievement, social-emotional learning, and college and career readiness.

Implementation and Differences Between Planned and Actual Actions
Butterfield successfully carried out meaningful and intentional planned actions but encountered some substantive differences between expectations and actual implementation. The primary areas of focus included:

Academic Interventions and Student Support
-Planned Actions: Expansion of course offerings, targeted academic support, and focused interventions for underperforming subgroups (EL, Foster Youth, and SED students). STAR Reading growth met or exceeded targets in most grade spans, with K–3 (+1.3), 7–8 (+0.6), and 9–12 (+0.9). Graduation rates increased significantly (+19.8% overall; +21.9% for SED). CAASPP Math and ELA scores for English Learners

declined, indicating inconsistent intervention effectiveness. Data for Foster Youth remains limited due to small sample size, hindering full evaluation of supports.
-Challenges: Ensuring consistency and effectiveness of academic interventions, particularly for EL and low-income students.

Social-Emotional Learning and School Climate
-Planned Actions: Promote student well-being and connectedness through schoolwide initiatives and climate surveys. Panorama survey results showed a +10% increase in sense of belonging for students in grades 6–12. School culture initiatives were well received at the secondary level.
-Challenges: Chronic absenteeism remains a persistent issue, especially among high-need populations such as SED and Foster Youth.

College and Career Readiness
-Planned Actions: Strengthen CTE access, expand post-secondary planning, and imporved pathway participation. Efforts to raise awareness of college and career pathways were implemented. A–G and CTE completion rates remained low; no students scored a 3 or higher on two AP exams. Reclassification improved to 12.8%; however, EAP data showed that EL and LTEL students continued to underperform in both ELA and Math.
-Challenges: Narrowing equity gaps in post-secondary readiness and increasing rigorous coursework participation.

English Learner and Long-Term English Learner (LTEL) Progress
-Planned Actions: Implement targeted programs and interventions to improve language acquisition and reclassification outcomes. EL progress increased modestly (+3.1%) and reclassification rose significantly. Despite gains, CAASPP scores for ELs in both ELA (-44.4) and Math (-47.7) declined. LTELs remain well below expected performance benchmarks.
-Challenges: Developing and sustaining tailored instructional supports for both EL and LTEL populations.

Graduation Rates and College Readiness
-Planned Actions: Support students toward high school completion and readiness for post-secondary opportunities. Overall graduation rate increased to 77.5%, with strong gains among EL and SED subgroups. However, College and Career Indicator (CCI) data—reflected in A–G, CTE, and AP metrics—showed minimal progress.
-Challenges: Closing readiness gaps among EL, SED, and other historically underserved students.

Butterfield Charter School made meaningful strides in several critical areas, including graduation rates, STAR Reading growth, and student sense of belonging. However, significant challenges persist in EL performance, math and ELA proficiency, and post-secondary readiness metrics. As a result, future efforts must intensify support for language acquisition, accelerate college and career preparation, and strengthen academic interventions—particularly for the school's most vulnerable student populations. These refinements will be key to fully achieving the intent and impact of Goal 1.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 1.1 (Fostering Excellence in Learning): Salaries & benefits for resource clerks were lower than originally budgeted for.
- Action 1.2 (Ensuring Social-emotional Wellness): Salaries and benefits for counselors were slightly higher that what was originally budgeted.
- Action 1.4 (EL Language Acquisition Program): Expenditures for online learning platforms were lower than originally budgeted for
- Action 1.5 (LTEL Language Acquisition Program): Expenditures for online learning platforms were lower than originally budgeted for
- Action 1.6 (Improving Graduation Rates): Expenditures for summer school were lower than originally budgeted
- Action 1.8 (Improving ELA Distance from Standard): Expenditures for interventions were lower than originally budgeted

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

- Action 1.1:Moderately Effective – This action led to significant improvement in graduation rate, which is a strong positive outcome. However, Math gains were modest and ELA scores regressed, especially for high-needs student groups, signaling uneven impact.
- Action 1.2: Highly Effective – A substantial 20-percentage point increase in student Sense of Belonging confirms this action's effectiveness in addressing social-emotional needs across the student population.
- Action 1.3: Moderately Effective – Small gains in ELA Readiness and more notable gains in Math Readiness indicate progress in college and career preparation, particularly benefiting underserved groups like EL and SED students.
- Action 1.4: Partially Effective – While there was a modest improvement in the English Learner Progress Indicator, ELA performance for English Learners declined significantly, revealing a disconnect between language acquisition strategies and ELA assessment outcomes.
- Action 1.5: Highly Effective – The sharp increase in reclassification rate and modest gains in ELA readiness for LTELs suggest strong success in addressing language development barriers for long-term English learners.
- Action 1.6: Highly Effective – The nearly 20-point gain in graduation rate and evidence of gains in college readiness metrics demonstrate clear success in reducing dropout risk and improving post-secondary preparedness.
- Action 1.7: Partially Effective – While overall math performance improved slightly, English Learners experienced a large regression, suggesting uneven implementation or insufficient differentiation in interventions.
- Action 1.8: Ineffective to date – The decline across all student groups, particularly for English Learners and SED students, indicates that ELA interventions were not effective and require urgent revision.

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.

Butterfield Charter School remains committed to the core intent of Goal 1—ensuring that all students have access to meaningful educational experiences and are supported in achieving academic and personal success. Following a review of Year 2 outcomes, several refinements have been made to the planned goal, metrics, and actions for 2025–26 to better address areas of underperformance, particularly for English Learners (ELs), Long-Term English Learners (LTELs), and college and career readiness indicators.

-Although the English Learner Progress Indicator showed a modest increase from 26.8% to 29.9%, CAASPP scores for ELs in both ELA and Math declined significantly, and LTEL performance remained well below expectations. Rather than discontinuing these actions, the school will adjust its approach by enhancing professional development for staff on integrated and designated ELD strategies, with a focus on embedding language development across content areas. Instructional materials, such as Edgenuity will be reviewed to ensure they provide appropriate scaffolding and differentiation, and more structured ELD programs such as Flashlight 360 will be utilized—with an emphasis on vocabulary development and expressive language skills through academic discourse, structured discussions, and oral language practice. -Additionally, individualized LTEL support plans will be developed using data systems such as Ellevation to target reading, writing, and speaking needs with greater precision. Progress monitoring will occur more frequently to evaluate the effectiveness of these revised strategies.

-In the area of college and career readiness, despite strong gains in graduation rates (+19.8%), metrics such as A–G completion (1.6%), CTE completion (3.5%), and AP performance (no students scoring a 3 or higher) remained stagnant. To address these gaps, the school will increase academic planning and counseling for A–G pathways beginning in Grade 9, embed CTE awareness into advisory and instructional time, and expand academic supports for AP and EAP-preparatory students. The school will also closely monitor College & Career Indicator (CCI) data to inform timely interventions and resource allocation.

-While STAR Reading outcomes exceeded Year 3 targets in Year 2 across several grade spans, CAASPP ELA scores did not reflect comparable growth. As a result, the existing STAR Reading metrics will be maintained to monitor for stability and correlation with summative assessment outcomes. The goal is to examine the predictive validity of interim assessments and strengthen instructional coherence. These collective adjustments reflect Butterfield's commitment to continuous improvement, equity, and long-term academic success for all students.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:
-Metric 1.4 LTEL and Students with Disabilities (SWD) were added.
-Metric 1.5 EL and LTEL students were added as priority subgroups.
-Metric 1.8 Low-Income Students, EL, and LTEL were added.
-Actions 1.1, 1.3, 1.4,1.6 and 1.7 have been modified to reflect LREBG funding

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fostering Excellence in Learning	Fostering excellence and experimental learning through real-world opportunities including academics, arts, and activities to ensure growth for all students: • Increase offersings (courses, classes, etc.) that inculde: academics, arts, and activities K-12 • Support staffing to support students performing at lower levels • Provide academic interventions focused on increasing ELA, Mathematics and Language Development through our Study Skills, Academic Center & Math Tutorials • Support underperforming student groups such as Foster Youth • Support curriculum development and align electronic platforms with instructional content This action primarily focused on low income, English learners and Foster Youth students in that these students typically benefit from these supports. However, student groups performing at the lowest level on the Dashboard would also benefit. LREBG: Utilize resources to improve measuring and monitoring of student progress. Expanded academic interventions with added staff support, including college and career counselor. LREBG funds supporting this action include $13,250 in 2025-26 and $26,750 through the 2026-27 and 2027-28 academic years. Metrics: -CAASPP in ELA & Mathematics -Graduation Rate	$533,704.00	Yes
1.2	Ensuring Social-Emotional Wellness	Ensure resources and supports are styematically and intentionally prioritized to suppor the social-emotional learning and mental health needs of all students: -Provide resources (staffing, CSIS, programs, referrals, etc.) to support and address social-emotional learning and mental health needs of all students	$535,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Imporve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems (MTSS, etc.) -Fiscally support counselors, support services and administration as they support unduplicated pupils in monitoring student lerning, assessment, provide counseling, social emotional learning support, parental education, and ensure that teachers use highly effective instructional practices in the classroom. This initiative is designed primarily to benefit low-income students. English learners, and Foster Youth, as they typically are in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support. Metric: -Panorama survey focused on the Sense of Belonging and Teacher-Student Relationships		
1.3	Expanding College and Career Readiness	Expand opportunities across all grade levels for college and career expoloration awareness and advancement such as certifications, apprenticeships, college credits, dual enrollment and licensures: -Improve two-way communication between Butterfield Charter School, families, and community -Develop workshops and partnerships with the community related to real world experiences (financial literacy, Trades Day-@ TCOE, etc) that are available for students and families -Expose prioritizing students who are from low income families, foster youth and English learners to College & Career opportunities (Activities, fieldtrips, dual enrollment, etc.) This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their	$81,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths. LREBG funds supporting this action, with a focus on expanding college and career readiness for underserved student groups, including low-income students and English learners. LREBG funds supporting this action include $16,500 in 2025-26 and $33,500 through the 2026-27 and 2027-28 academic years. Metrics: -Concurrent enrollment -College & Career Indicators		
1.4	English Learner Language Acquistion Program	Supporting implementation of English language development programs (structured English immersion), systems and structures such as Ellevation and core curriculum (Edgenuity/Wonders) targeting English Learner development. Investigate and improve both core and suppplemental instructional resources/materials. -Provide teachers and students access to translation features on platforms such as Edgenuity to assist with English language development. -Support teachers and students to access lesson in Ellevation to support English language development -Provide staff with professional development to understand ELD standards and proficiency levels -Provide resources such as platforms, and teacher support to English language acquisition This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		California School Dashboard, fostering a broader sense of language acquisition and opportunities. LREBG funds supporting this action, with a focus on expanding English language acquisition for underserved student groups—particularly English learners and Long Term English Learners (LTEL). LREBG funds supporting this action include $120,000 in 2025-26 and $40,000 through the 2026-27 and 2027-28 academic years. Metrics: -English Learner Progress -CAASPP Distance from Standard in ELA for English Learners		
1.5	Long Term English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion), systems and sturctures such as Flashlight 360. Investigate and improve both core and supplemental instructional materials. -Support Butterfield staff to provide opportunities for LTELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of short constructed responses and performance task like writing prompts -Support Butterfield staff to provide opportunities for LTELs to develop speaking skills through public performance and presentation. This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities Metrics: • English Learner Progress for the LTEL student group	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL studentgroup		
1.6	Improving Graduation Rates and College & Career Indicators (low performance)	Improving the graduation rate will positively impact the College and Career Indicator through improved monitoring, support to staffing (i.e. College Specialist, Career developer, etc.), participation in differentiated/technical assistance through TCOE, and targeted interventions at the secondary level to include a focus on the lowest performing student groups based on the 2023-2024 Dashboard: -Butterfield (Red for All, English Learner, Low Income, Hispanic, White) This action is focused on improving graduation rates, primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. By providing tailored support and resources, the initiative aims to help these students stay on track to earn their diplomas. This focus on improving graduation rates also extends to other student groups performing at the lowest level on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success. LREBG funds supporting this action, with a focus on improving graduation rates for underserved student groups—particularly low-income students, English learners, and foster youth. LREBG funds supporting this action include $5,500 in 2025-26 and $14,500 through the 2026-27 and 2027-28 academic years. Metrics: -Graduation Rate -College & Career Indicator	$110,786.00	Yes
1.7	Improving Mathematics	Engage in pedagogical improvement initiatives (such as working with TCOE, PUSD District coaches, etc), professional development, and	$150,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Distance from Standard	academic interventions focused on increasing mathematics outcomes prioritizing student groups performing at the lowest performance level based on the local indicators (STAR Math, PUSD Benchmark, Edgenuity cumulative exams, etc.) and the 2023-2024 Dashboard. All: 198.4points below standard Hispanic: 198.9 points below standard SED: 203.3 points below standard LREBG: Improve instructional practice through coaching and professional development of staff in the area of math. LREBG funds supporting this action include $5,000 in 2025-26 and $10,000 through the 2026-27 and 2027-28 academic years. Metric: -CAASPP Math distance from standard		
1.8	Improving ELA Distance from Standard	Provide staffing support (i.e. English/Reading teacher), teacher training, and academic interventions focused on increasing ELA outcomes prioritizing student groups performing at the losest performance level based on the local indicators (STAR Reading, PUSD Benchmark, Edgenuity cummlative exams, etc.) and the 2023-2024 Dashboard. English learners and low income students constitute the largest population of students reflecting difficulities in ELA performance, and so this action is principally focused on these student groups. In addition, other student groups also perform at the lowest level, and would also benefit. All:85.5 points below standard Hispanic: 86.3 points below standard SED: 91.9 points below standard Metrics: -CAASPP ELA distance from standard	$301,170.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Family & Community Engagement: Foster a collaborative culture of service that is responsive to employees, families, and community where everyone feels valued, supported, and connected.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In aglinment with Pillar 2 of Porterville Unified School District's Strategic Plan, established with comprehensive input from our community at the close of the 2021-2022 Schoo Year, Butterfield has crafted a goall centered on fostering a collaborative culture of service. This goal is rooted in the belief that a responsive, inclusive, and supportive environment is fundamental to the well-being and success of our employees, families, and community members. It underscores our dedication to nurturing meaningful connections and parterships that enrich the educational landscape.

By continuously enhancing two-way communication, fostering deep and meaningul relationshiops, and creating community partnerships, we aim to construct a framework where every stakeholder feels valued, supported, and connected. These strategic actions are not just steps towards achieving our goal; they embody our commitment to building a community where collaboration and engagement are the cornerstones of educational excellence and community well-being. This approach is a direct response to the needs and aspirations voiced by our stakeholders, ensuring that our district remains vibrant, interconnected community focused on empowering every individual through education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Butterfield PUSD/Studer Parent/Caregiver Survey	Butterfield PUSD/Studer Parent/Caregiver Survey (5-point scale) -Overall Rating -Treated with Respect (Question #4)	-Overall: 4.31 -Treated with Respect: 4.38 -Positive Communication: 4.25		Butterfield PUSD/Studer Parent/Caregiver Survey (5-point scale) -Overall: 4.0	-Overall: +0.37 -Treated with Respect: +0.31 -Positive Communication: +0.44

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Receive Positive Communication (Question #13) -Feel Comfortable Approaching School Administration (Question #14) -Overall: 3.94 -Treated with Respect: 4.07 -Positive Communication: 3.81 -Comfort with Administration: 3.93 (2023-2024)	-Comfort with Administration: 4.29 (Fall 2024)		-Treated with Respect: 4.33 -Positive Communciation: 4.04 -Comfort with Administration: 4.18	-Comfort with Administration: +0.36 (Fall 2024)
2.2	ParentSquare Contactable Rate	2023-2024: 93%	2023-2024: 98%		2025-2024: 95%	2023-2024: +5%
2.3	Attendance*; Average Days Absent	Average Days Absent: All: 42.2 EL: 31.9 Foster: * SED: 44 (DataQuest 2022-2023)	Average Days Absent: All: 35.2 EL: 35.0 Foster: 46.6 SED: 35.8 (DataQuest 2023-2024)		Average Days Absent: All: 32.2 EL: 21.9 Foster: * SED: 33 (DataQuest 2025-2026)	Average Days Absent: All: -7 EL: +3.1 Foster: NA SED: -8.2 (DataQuest 2023-2024)
2.4	Chronic Absenteeism*	Chronic Absenteeism All: 46.1% EL:47.1% Foster: * SED: 47.7%	Chronic Absenteeism All: 38.1% EL:44.3% Foster: 69.2 SED: 38.1%		Chronic Absenteeism: All: 36.1% EL: 36.1% Foster: * SED: 37.7%	Chronic Absenteeism All: -8% EL: -2.8% Foster: NA SED: -9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Less than 11 students (DataQuest 2022-2023)	(DataQuest 2023-2024)		(DataQuest 2025-2026)	(DataQuest 2023-2024)
2.5	Middle School Dropout Rate*	0 dropouts reported at the middle school grade level (CALPADS 1.14 2022-2023)	0 dropouts reported at the middle school grade level (CALPADS 1.14 2023-2024)		0 dropouts reported at the middle school grade level	No Change at 0 (CALPADS 1.14 2023-2024)
2.6	High School Dropout Rate*	40.5% dropout rate reported for the adjusted cohort in 2022-2023 (DataQuest 2022-2023)	23.1% dropout rate reported for the adjusted cohort in 2023-2024 (DataQuest 2023-2024)		35% dropout rate for the adjusted cohort for 2025-2026	-17.4% change for the adjusted cohort in 2023-2024 (DataQuest 2023-2024)
2.7	Suspension Rate*	Suspension Rate 2023 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2022-2023)	Suspension Rate 2024 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2023-2024)		Suspension Rate 2026 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2025-2026)	Suspension Rate 2024 Dashboard: • All: No change at 0 • EL: No change at 0 • Foster: No change at 0 • SED: No change at 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Dashboard 2023-2024)
2.8	Expulsion Rate*	Suspension Rate 2023 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2022-2023)	Expulsion Rate 2024 Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (DataQuest 2023-2024)		Suspension Rate Dashboard: • All: 0% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2025-2026)	Expulsion Rate 2024 Dashboard: • All: No change at 0 • EL: No change at 0 • Foster: No change at 0 • SED: No change at 0 (DataQuest 2023-2024)

Goal Analysis [2024-25]

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.

Butterfield Charter School implemented Goal 2 with a focus on strengthening communication, engagement, and collaboration among families, staff, and community partners. As a non-classroom-based independent study program, the school adapted strategies to fit its unique model, aiming to build trust and connection through platforms such as the PUSD/Studer Parent-Caregiver Survey and ParentSquare. While most planned actions were implemented successfully and led to improvements in parent satisfaction and reduced dropout rates, persistent challenges—particularly in addressing absenteeism among Foster Youth and English Learners—highlight the need for more targeted and responsive supports.

Implementation & Differences Between Planned and Actual Actions
Butterfield Charter School implemented Goal 2 with the intention of fostering a collaborative, inclusive culture of service between families, community partners, and school staff. Strategic actions included the administration of the PUSD/Studer Parent-Caregiver Survey, enhancement of communication through ParentSquare, and a focused review of attendance and engagement data through platforms like DataQuest. The school aimed to build trust through improved two-way communication, stronger community partnerships, and increased family engagement opportunities. Most of the planned initiatives were implemented as designed. Parent surveys were conducted, contactable rates through ParentSquare increased, and school leadership actively monitored chronic absenteeism and dropout trends. However, some variances between planned and actual outcomes emerged. While participation in engagement events increased, the strategies did not yield consistent improvements across all student subgroups. For example, while dropout and suspension rates improved or remained low, absenteeism for Foster Youth and English Learners did not show comparable gains, indicating that implementation did not fully reach these high-need populations.

Challenges & Areas for Improvement
As a non-classroom-based independent study program, Butterfield faces inherent challenges in cultivating daily engagement and consistent family involvement. The structure of independent study limits in-person interaction, making it more difficult to foster the spontaneous connections and community-building opportunities present in traditional settings. This impacts efforts to address attendance, participation, and behavior proactively. Chronic absenteeism remains a key concern. While overall average days absent improved from 42.2 to 35.2, Foster Youth averaged 46.6 days absent, and their chronic absenteeism rate rose to 69.2%. English Learners also experienced an increase in average absences, rising from 31.9 to 35.0 days. These patterns suggest that existing outreach and engagement strategies are not adequately addressing the needs of these vulnerable student groups. Additionally, while the ParentSquare contactable rate increased to 98%, the quality of engagement, as reflected in survey feedback, suggests room for improvement in creating more responsive and interactive family involvement experiences. Another area requiring focus is the alignment between community partnerships and college and career readiness. While dropout rates declined, there is limited data indicating that partnerships directly contributed to academic or post-secondary outcomes for English Learners and socioeconomically disadvantaged students.

Successes in Implementation
Despite these challenges, Butterfield achieved several notable successes in implementing Goal 2. Parent and caregiver satisfaction improved significantly, with the overall survey rating increasing by 0.37 points to 4.31, and positive communication scores rising by 0.44 points. Parents also reported increased comfort in approaching school administration and felt more respected in their interactions with staff. These outcomes reflect a stronger foundation of trust between the school and its families. Additionally, the ParentSquare platform was successfully leveraged, with the contactable rate rising from 93% to 98%. Butterfield maintained a 0% suspension and expulsion rate for all subgroups, demonstrating a continued commitment to restorative practices and positive student support systems. The high school dropout rate also dropped from 40.5% to 23.1%, a 17.4 percentage point improvement that reflects success in re-engagement efforts and ongoing academic support. The middle school maintained a 0% dropout rate for the second consecutive year, underscoring a stable retention trend.

Potential Changes for Future Implementation
To build upon these successes and address areas of need, Butterfield should refine its strategies in several key areas. First, improving the quality of family engagement should be prioritized. This may involve offering more interactive and multilingual communication, creating family advisory groups, and increasing opportunities for shared decision-making. Second, attendance interventions must be more targeted and personalized, particularly for Foster Youth and English Learners. Strategies such as individualized attendance plans, case management, and

targeted family outreach will be necessary to address the root causes of chronic absenteeism. Third, while behavioral incidents remain minimal, continued investment in social-emotional learning (SEL) and trauma-informed supports is essential to preempt disengagement, especially in a remote learning context. Lastly, community partnerships should be more explicitly connected to post-secondary success, particularly for underserved student groups. Expanding access to career exposure, college readiness activities, and mentoring for English Learners and socioeconomically disadvantaged students will help ensure that these partnerships have tangible academic and life outcomes. With these focused improvements, Butterfield can continue to advance the vision of Pillar 2 and strengthen its culture of service, equity, and connection within its independent study framework.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 2.1 (Improving Two-way Communication): Priorities in actions of Goal 2 shifted to other goal areas, and funds in this action were not spent
- Action 2.2 (Fostering Relationships): Priorities in actions of Goal 2 shifted to other goal areas, and funds in this action were not spent
- Action 2.3 (Building Community Partnerships): Priorities in actions of Goal 2 shifted to other goal areas, and funds in this action were not spent

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

- Action 2.1: Highly Effective – The Studer Survey metrics all show notable positive gains, particularly in areas of respectful communication and administrative approachability. The ParentSquare contactable rate rose 5%, indicating strong improvement in communication infrastructure and outreach effectiveness.
- Action 2.2: Moderately Effective – The chronic absenteeism rate decreased by 8%, and average days absent dropped by 7 days, indicating improved engagement and outreach. While these are encouraging trends, English Learners saw a +3.1 increase in average days absent, suggesting inconsistent subgroup impact and an opportunity for more targeted interventions.
- Action 2.3: Highly Effective – A 17.4 percentage point reduction in high school dropout rate is a significant improvement and likely a result of increased community involvement, post-secondary exposure, and parent education workshops. Continued focus on partnerships appears to yield strong student retention outcomes.

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

The three actions under Goal 2 at Butterfield Charter School demonstrated positive progress during the current reporting cycle. While each action contributed to improvements in family engagement, communication, and student retention, a review of disaggregated student outcome data, stakeholder input, and implementation reflections revealed areas for targeted enhancement. Therefore, the planned goal, overall metrics, and target outcomes remain unchanged, but refinements have been made to how actions will be implemented and supported, particularly through the strategic use of LCFF and Federal funding to deepen impact for unduplicated student groups

ADJUSTMENTS MADE DUE TO LREBG FUNDING:
-Metric 2.3 (Average Days Absent): Foster Youth and English Learners are added as priority subgroups.
-Metric 2.4 (Chronic Absenteeism): Foster Youth and English Learners are added as priority subgroups.
-Action 2.2 has been modified to reflect LREBG funding

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: -Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community -Establish parent groups (Parent Advisory, School Site Council, etc.) -Administer surveys to collect different perspectives (Staff, parent, community, etc.) to guide improvement initiatives This action is designed to improve tow-way communication with parents and families focusing primairly on low-income students, English learners, and foster youth, as these groups oftren encounter challenges in accessing school-related information and support. By enhancing communication channels and fotersing engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student grouups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment.	$1,230.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: -Studer Parent/Caregiver Survey -ParentSquare Contactable Rate		
2.2	Fostering Relationships	Foster meaningful relationships between employees, family and community: -Implement identified advisory group initiatives that foster shared understanding and investment in PUSD strategic plan and goals -Implement programs and workshops (e.g. FASFA, Financial Literacy, College & Career Readiness) designed to empower parents and community & increase participation • Implement family outreach and initiatives, such as incentives, to improve attendance and chronic absenteeism rates. This action is designed to improve tow-way communication with parents and families focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fotersing engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. LREBG: Improving student connectedness to school by fostering meaningful relationships between families, staff, and the community through advisory group initiatives, family workshops, and targeted outreach to reduce chronic absenteeism. LREBG funds supporting this action include $9,188 in 2025-26 and $18,376 through the 2026-27 and 2027-28 academic years. Metrics: -Chronic Absenteeism -Attendance	$11,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Studer Parent/Caregiver Survey		
2.3	Building Community Partnerships	Create community partnerships to engage in opportunities to strengthen learning and teaching: -Provide time and other resources to partner with local businesses to bring real-world experience (including internships, mentorships, etc.) to students -Support efforts with higher education institutions to provide exposure to all students K-12, and to support high school student matriculation efforts -Increase number of events and training opportunities for parents (i.e. ParentSquare, Aeries, Technology, Post graduate plans, etc.) Community partnerships are an integral factor in ensuring students successfully matriculate through the grades, and ultimately graduate. By connecting with local businesses and nonprofits, schools can create career-orientated programs, internships, and apprenticeships that boost college and career readiness. This collaborative approach allows schools to address specific needs and tailor interventions, leading to improved outcomes for these students. Metrics: -Graduation Rate -Dropout Rate	$1,230.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve Employee Experience: Provide a responsive work environment where each employee feels connected and valued so they can engage with purpose and perform with excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Rooted in the extensive stakeholder feedback that shaped our Strategic Plan at the close of the 2021-2022 School Year, our goal to provide a responsive work environment is a testament to our commitment to employee engagement, as underscored by Pillar 3 of the Strategic Plan. This initiative is crafted with the understanding that the success of our district hinges on the ability of our staff to connect, feel valued, and contribute meaningfully. By prioritizing the recruitment, development, and retention of high-quality staff who are aligned with our district's initiatives and goals, we lay the foundation for a culture of excellence and purposeful engagement.

Further, aligning our systems to enhance professional development and advancement opportunities ensures our employees possess the requisite knowledge, skills, and effectiveness to thrive. Additionally, promoting a culture of well-being and safety underscores our dedication to creating an environment where every employee can perform with excellence. This goal is not just an objective; it is a strategic response to the voiced needs of our community, reinforcing our unwavering commitment to fostering an environment where every staff member is empowered to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Butterfield PUSD/Studer Employee Experience Survey	Measuring Employee Satisfaction, Connectedness, Communication, Access to Resources, Support, Climate and Belonging Overall Mean Score 4.18 (Scale from 1-5)	Measuring Employee Satisfaction, Connectedness, Communication, Access to Resources, Support, Climate and Belonging		Overal Mean Score (Scale from 1-5)	-0.32 change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024 administration)	Overall Mean Score 3.86 (Scale from 1-5) (Fall 2024 administration)			
3.2	Reduce Staff Vacancies	Zero (0) vacant positions (2022-2023 State SARC)	Zero (0) vacant positions (2023-2024 State SARC)		Maintain zero (0) vacancies	No change at 0
3.3	Professional Development Opportunities: -Increase Teacher led professional development opportinuites	Baseline: 1 Teacher led professional development opportunities (2023-2024 Sign in sheets)	1 Teacher led professional development opportunities (2024-2025 Sign in sheets)		Increase to 2 Teacher led professional development opportunities	No change at 1 teacher led professional development opportunity
3.4	Staff Training to Support LTEL (3-Year Rollout): -Year 1: ELD Teachers -Year 2: ELD & Academic Support Teachers -Year 3: ELD, Academic Support, & Gen Ed Teachers	Baseline = No (0) teachers groups targeted for training sessions focused on LTEL -ELD Teachers -ELD & Academic Support Teachers -ELD, Academic Support & Core Content Teachers	1 teacher training session focused on LTEL for ELD teachers		Staff Training to support LTEL involving: -ELD Teachers -ELD & Academic Support Teachers -ELD, Academic Support & Core Content Teachers	+1 group (ELD Teachers) completed training

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(First year of outcomes will follow)				
3.5	Staff development session survey (4-point Likert on perceived value)	(First year of outcomes will follow)	No data to date		80% of staff indicated high or very high value	NA

Goal Analysis [2024-25]

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

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

The 2023–2024 implementation of Pillar 3: A Responsive Work Environment was guided by the PUSD's Strategic Plan, which was developed in response to extensive stakeholder input during the 2021–2022 school year. This pillar reflects the PUSD's commitment to creating a workplace in which employees are engaged, supported, and empowered to contribute meaningfully. The emphasis for this year centered on enhancing employee satisfaction, sustaining a fully staffed organization, building leadership through professional development, and fostering a culture of continuous learning and belonging. Each initiative under this pillar was designed to build an inclusive environment where staff can grow and thrive in alignment with district priorities.

Implementation and Differences Between Planned and Actual Actions
-Several key initiatives were launched or continued as part of the PUSD's efforts to operationalize Pillar 3. Among the most significant was the administration of the Butterfield PUSD/Studer Employee Experience Survey. This tool was intended to provide valuable insight into staff perceptions related to satisfaction, communication, access to resources, and a sense of belonging. While the administration occurred as scheduled, the overall mean score declined from 4.18 to 3.86, which was unanticipated. This result indicated a variance between intended impact and staff perception, highlighting the need for further analysis and potentially targeted support.
-In terms of staffing, the district maintained its objective of having zero vacancies, successfully meeting this target for the second consecutive year. This accomplishment reflects no deviation from planned action and signals strength in recruitment and retention practices.
-Planned efforts to expand teacher-led professional development opportunities did not fully materialize. The original intent was to increase these opportunities from one to two sessions. However, only one session was delivered, mirroring the previous year's outcome. This marked a departure from the strategic target and points to potential constraints in teacher capacity or structural support.
-The district also commenced its multi-year rollout of staff training focused on supporting Long-Term English Learners (LTELs). The first phase, targeting ELD teachers, was completed as planned, reflecting fidelity to the timeline and goals set forth in the Strategic Plan.
-Finally, the planned deployment of a 4-point Likert-scale survey to assess staff perceptions of the value of professional development sessions was not implemented. The absence of this feedback mechanism represents a missed opportunity to assess impact and guide future PD design.

Challenges and Successes in Implementation
-Among the notable successes was the district's ability to maintain full staffing with zero reported vacancies, demonstrating strength in human capital management and operational consistency. Additionally, the successful completion of Year 1 of the LTEL training plan marked a critical milestone, laying a strong foundation for expanding support to academic support and general education teachers in subsequent years.
-However, the implementation of Pillar 3 was not without challenges. The decline in employee experience scores, despite ongoing engagement efforts, suggests there are areas in need of focused improvement—particularly around communication, climate, and support structures. The lack of growth in teacher-led professional development offerings also reveals a disconnect between intention and execution, potentially rooted in time constraints, capacity, or a lack of formalized support for teacher leadership. Furthermore, the absence of data from the planned PD value survey limited the district's ability to gather actionable insights and refine its offerings based on staff voice.

Potential Changes for Future Implementation
Butterfield/PUSD demonstrated a strong commitment to the goals of Pillar 3 through the successful implementation of staffing strategies and the initiation of targeted LTEL training. However, the discrepancy between planned and actual outcomes in employee engagement and professional development suggests the need for deeper analysis and system improvements. Moving forward, establishing robust feedback mechanisms, supporting teacher leadership, and responding adaptively to survey findings will be essential to fully realizing a responsive and thriving work environment.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 3.1 (Staff Recruitment and Retention): Expenditures for professional development was higher than originally budgeted
- Action 3.3 (Employee Safety and Wellbeing): Safety costs were slightly higher than originally budgeted

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

- Action 3.1: Highly Effective – Butterfield Charter maintained a 0% vacancy rate, successfully addressing staffing challenges in a rural setting. This stability supports continuity in instruction and meets the core staffing goals for serving all student groups effectively
- Action 3.2: Ineffective to date – Despite being a heavily funded initiative ($288,761), the goal of increasing teacher-led PD opportunities was not met to date. The metric remained unchanged from baseline (1 PD session)
- Action 3.3: Ineffective to date – The decline in the Employee Experience Survey mean score signals reduced satisfaction with workplace climate, communication, and support. While this action aimed to foster well-being, the data reflect a need to re-evaluate strategies around staff morale and support systems

- Action 3.4: To Be Determined – The first year of implementation yielded no reportable outcome data from the Staff Development Session Survey, though the program infrastructure (Ellevation, partnerships with TCOE, etc.) has been established. Impact evaluation will be possible in the upcoming cycle.
- Action 3.5: Partially Effective – Year 1 of the three-year LTEL staff training rollout was completed successfully with ELD teachers. This represents +1 staff group trained compared to the 0 group baseline. Progress is on track, but additional staff groups will need to be reached to realize full effectiveness

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.

Following a comprehensive review of 2023–2024 implementation data, Butterfield Charter School has made strategic adjustments to the planned goal, selected metrics, and associated actions under Pillar 3: A Responsive Work Environment. These modifications are directly informed by performance trends, stakeholder input, and internal reflection—particularly in response to the decline in employee satisfaction as measured by Metric 3.1.

While the overarching goal remains unchanged—centering on the development of a supportive and engaging work environment—Action 3.3: Employee Well-being and Safety has been revised to extend beyond traditional health and safety measures. The action now incorporates expanded strategies to strengthen emotional wellness, improve organizational climate, and foster staff connectedness. Key updates include the implementation of mid-year pulse surveys, a formal staff recognition framework, and targeted professional development focused on employee well-being. These changes are designed to proactively address the decrease in the Employee Experience Survey mean score from 4.18 to 3.86 and to enhance overall staff morale and engagement.

Furthermore, Metric 3.1 will be monitored with increased specificity through disaggregated domain data (e.g., belonging, communication, support). The target for 2024–2025 has been recalibrated to a more attainable growth benchmark of 4.10, with the objective of returning toward the original baseline.

These refinements are supported by LREBG funding and reflect Butterfield’s ongoing commitment to using data-driven insights to inform improvement efforts. Collectively, these adjustments demonstrate a focused, responsive approach to strengthening the work environment and advancing both staff and student success.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:
-Metric 3.1 Employee Experience Survey remains the most critical indicator of staff engagement and site climate.
-Action 3.3 have been modified to reflect LREBG funding

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals: -Develop onboarding process and support new staff -Develop staff recognition and regular postitive feedback to retain high-quality staff and maintain a supportive work environment Butterfield Charter School is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups. Metric: -Staff Vacancies -Clear FTE	$1,000.00	Yes
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: -Support teachers in learning and implementation of California Standards, and ELD, with the support of District Instructional Coaches and Administration -Develop a structured professional development program focused on the varying needs of staff -Support participation in both internal and external growth opportunities: workshops, seminars, conferences, etc. -Integrate employee performance evaluation and feedback sessions through rounding, etc. -Support collaboration and planning time including early release days for school-related matters including program development, refinement, and progress monitoring.	$297,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels. Metric: -Professional Development Opportunities		
3.3	Employee Well-being and Safety	Promote a culture of well-being and safety for all employees: -Ensure a safe working environment by adhering to health and safety standards Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population. LREBG: Better promote a culture of well-being and safety for all employees by expanding efforts beyond physical health standards to include emotional wellness and organizational connectedness. This includes structured staff recognition, wellness-focused professional development, and implementation of mid-year staff pulse surveys. LREBG funds supporting this action include $9,188 in 2025-26 and $18,376 through the 2026-27 and 2027-28 academic years. Metric: -PUSD/Studer Employee Experience Survey	$19,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development to Support English Learners	Continue partnerships with Tulare County Office of Education, Edgenuity, & Ellevation to support building staff capacity for instruction and monitoring of the general English Learner student group. • Employ dedicated staff to increase staff capacity in supporting the academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners; understanding of Designated and Integrated Instruction • Partner with PUSD District ELD Coaches and consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. Metric: • Staff Development Session Survey	$39,120.00	Yes
3.5	Professional Development to Support Long Term English Learners	Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress. -Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (2024-2025 ELD Teacher; 2025-2026 ELD Teacher + Academic Support Teachers, 2026-2024 ELD Teacher, Academic Support & Gen Ed teachers grades 6-12) -Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. -Flashlight 360 for LTEL Metric: Staff training to support LTEL students rollout	$37,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve Resources & Operational Excellence: Provide maximum value to our community through efficient and effective operations and resource management.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Guided by the strategic plan established at the end of the 2021-2022 School Year and informed by comprehensive feedback from community partners, our goal to provide maximum value to our community through efficient and effective operations and resource management embodies our commitment to operational excellence, as delineated in Pillar 4 of our Strategic Plan. This objective is foundational to our endeavor to ensure that every resource is aligned and utilized to foster environments conducive to teaching, learning, and community engagement.

By sustaining and developing reliable and efficient systems, we aim to meet the evolving needs of our students, employees, and families,ensuring that our operations support and enhance the educational experience. The commitment to maintaining safe and clean environments underscores our dedication to creating spaces where education and community activities can thrive. Furthermore, our focus on creating and sustaining processes for resource alignment emphasizes our resolve to achieve not only operational efficiency but also to generate a positive
and substantial impact on the Porterville Unified School District (PUSD) community.

This goal reflects our strategic approach to operational stewardship, ensuring that every decision and action is geared towards maximizing value for our community while upholding the principles of efficiency and effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Butterfield PUSD/Studer Employee Engagement Survey	43.48% overall Top Box Score (2023-2024 administration)	40.63% overall Top Box Score (Fall 2024 administration)		55% Top Box score	-2.85% overall Top Box Score (Fall 2024 administration)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Butterfield PUSD/Studer Parent/Caregiver Survey	Item: "I regularly receive feedback from school staff on how well my child is learning." 80.49% overall Top Box Score (2023-2024 administration)	Item 3: "I regularly receive feedback from school staff on how well my child is learning." 50.52% overall Top Box Score (Fall 2024 administration)		84% Top Box Score	-29.97% overall Top Box Score (Fall 2024 administration)
4.3	Sense of Safety & Connectedness Survey	-Panorama Student Survey -Studer Parent/Caregiver Experience Survey Students: Panorama survey is administered to students in December to determine student's sense of safety -6th through 12th grade 77% of students perceive school as safe. Parents: 87.81% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Experience Survey:	-Panorama Student Survey -Studer Parent/Caregiver Experience Survey Students: Panorama survey is administered to students in December to determine student's sense of safety -6th through 12th grade 91% of students perceive school as safe. Parents: 91.76% agree that school is a safe place for their student.		Students: Panorama survey is administered to students in December to determine student's sense of safety 6th through 12th grade 85% of students perceive school as safe. Parents: 90% agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Experience Survey:	-6th through +14% Parents: +3.95 Staff: No change (no data update to date)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		78.38% of staff agree that they feel safe at work (2023-2024 administration)	Staff: Administered in December through the Studer Employee Experience Survey: 78.38% of staff agree that they feel safe at work (no data update to date) (Panorama: Winter 2025)		80% of staff agree that they feel safe at work	

Goal Analysis [2024-25]

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.

Butterfield Charter School, a non-classroom-based independent study program within Porterville Unified School District (PUSD), is uniquely positioned to serve students through flexible and individualized instruction. Aligned with Pillar 4 of the PUSD Strategic Plan—focused on operational excellence—Butterfield strives to deliver efficient and effective systems that support students, staff, and families. The goal for the 2023–2024 school year was to ensure that all resources were utilized to foster environments conducive to academic success, safety, and community engagement, with a clear commitment to ongoing improvement and accountability.

Implementation and Differences Between Planned and Actual Actions
-To measure progress toward operational excellence, Butterfield implemented targeted strategies informed by feedback from employee, parent, and student surveys. These included the Studer Employee Engagement Survey, Studer Parent/Caregiver Survey, and the Panorama Student Survey on safety and connectedness. The school planned to improve employee engagement to a 55% Top Box score; however, the actual result was a decline from 43.48% to 40.63%, falling short of expectations.
-Similarly, parent responses to the statement, “I regularly receive feedback from school staff on how well my child is learning,” dropped significantly from 80.49% to 50.52%. These outcomes diverged from the intended improvements and suggest gaps between designed engagement and communication strategies and their execution in the independent study context.
-In contrast, safety and connectedness metrics exceeded expectations. Student perception of safety increased from 77% to 91%, and parent agreement that school is a safe place for their student rose from 87.81% to 91.76%. Staff safety perceptions remained steady at 78.38%,

with no new data yet reported. These positive outcomes indicate that while some operational strategies did not yield the intended engagement outcomes, others were effectively implemented and well-received by key stakeholders.

Challenges and Successes in Implementation
-One of the central challenges faced during implementation was the decline in employee engagement. As a non-classroom-based program, staff roles at Butterfield often involve increased autonomy and limited in-person interaction, which can hinder collaboration, communication, and connection to schoolwide initiatives. The lack of perceived responsiveness to staff feedback or unclear alignment of professional support may have contributed to the downward trend in engagement.
-Another significant challenge was the drop in parent perceptions regarding academic feedback. In an independent study setting, where families rely heavily on consistent communication to monitor progress, the absence of standardized protocols may have led to inconsistent experiences. Differences in how staff interpret and carry out communication expectations likely impacted survey responses.
-However, the school experienced clear success in building a safe and supportive environment. The substantial increase in student perception of safety and the upward trend in parent satisfaction regarding campus safety reflect the school's ongoing efforts to create secure and welcoming learning spaces. These results are particularly meaningful in a program where students may have limited but impactful interactions with staff and campus facilities.

Potential Changes for Future Implementation
-To address areas needing improvement, future implementation efforts should focus on developing structured systems for staff engagement and parent communication. For employees, this may include establishing consistent feedback mechanisms, enhancing recognition practices, and offering targeted professional learning tied to feedback results. Leadership should ensure that engagement initiatives are transparent, timely, and responsive to staff concerns.
-For parents and caregivers, Butterfield should standardize protocols for providing academic progress updates, potentially through digital platforms, scheduled feedback intervals, or centralized reporting tools. These changes can help ensure a consistent and reliable experience for all families across the independent study model.
-Additionally, to strengthen data reliability and inform decision-making, it is critical to ensure timely and complete data collection, particularly for staff safety and engagement metrics. Finally, the school should continue to build on its safety successes by reinforcing effective campus practices and maintaining visible communication about safety measures and resources.

While Butterfield Charter School encountered challenges in employee and parent engagement during the 2023–2024 implementation of Pillar 4, the school also demonstrated strengths in safety and environmental support. These outcomes underscore the importance of tailored strategies within an independent study model. Moving forward, strategic adjustments centered on communication, accountability, and data use will support continued progress toward operational excellence.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 4.1 (Responsiveness to Needs): The majority of Title I funds for classroom materials were not necessary due to the independent study focus of the school
- Action 4.2 (Safe and Clean Environments): Campus supervisor and custodial Salaries and benefits were higher than budget. Will increase budget for 25/26.
- Action 4.3 (Aligning Resources): The majority of funds earmarked for technology was not needed

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

- Action 4.1: Ineffective to date – Both key survey indicators declined, most notably the parent feedback metric which saw a nearly 30-point drop. This suggests that despite efforts to enhance feedback systems and communication tools, educational partners feel less engaged or informed than before.
- Action 4.2: Highly Effective – The action resulted in strong gains in student and parent perception of safety, especially the 14-point increase for students. While staff perception data was unchanged (due to no new data), the available results show improved safety perceptions across key stakeholders, meeting the intent of this action
- Action 4.3: To Be Determined / Insufficient Data – This action's success is tied to systems implementation (e.g., Follett, MTSS), but the document lacks current-year results or performance data for these metrics. Effectiveness can't yet be assessed without data on the system usage or Tier 3 intervention fidelity/impact.

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.

Following a comprehensive review of the 2023–2024 outcomes, Butterfield Charter School has made key adjustments to its goals, metrics, and actions under Pillar 4 of the Strategic Plan. As a non-classroom-based independent study program, Butterfield must maintain efficient operations and responsive systems that support students, families, and staff in a flexible learning environment. The school remains committed to providing maximum value through safe, effective, and student-centered resource management. Based on last year's data and stakeholder feedback, Butterfield has simplified its approach for the 2024–2025 school year to focus on clearer priorities, streamlined metrics, and more targeted use of resources.

-One key change involves the employee engagement survey. Last year, staff satisfaction dropped slightly from 43.48% to 40.63%. To address this, Butterfield will continue using the staff survey but will also implement regular check-ins, listening sessions, and professional development opportunities focused on communication, collaboration, and morale. These efforts aim to build trust and responsiveness among staff, with the goal of increasing the overall engagement score.

-For parent and caregiver communication, there was a notable drop in the percentage of families who reported receiving regular updates on how their child is doing in school—from 80.49% to 50.52%. To improve this, the school will provide clearer expectations for teacher communication, offer training for staff on how to use digital communication tools effectively, and support families in accessing those tools. The goal is to improve consistency in outreach and ensure families feel informed and involved.

-Student and parent perceptions of safety improved significantly, with 91% of students and 91.76% of parents stating they feel the school is a safe place, up from 77% and 87.81%, respectively. To continue this positive momentum, Butterfield will expand safety initiatives, including more frequent safety checks, improved signage, and increased availability of safety equipment such as AEDs. These efforts are designed to ensure that the physical environment remains welcoming and secure for all students, particularly those most in need.

Butterfield is also simplifying its resource alignment efforts. In the past year, the school maintained software platforms, upgraded devices, and began improving its inventory tracking system. Moving forward, the school will focus on maintaining critical instructional tools, organizing resources more efficiently, and providing staff with training on key systems such as Edgenuity, Follett, and intervention tracking tools. This will allow staff to better support students and streamline daily operations. LRBEG funds will help support these improvements, especially for programs that benefit low-income students, English learners, and foster youth.

Butterfield's updated approach to Pillar 4 reflects lessons learned from last year's performance. By simplifying goals, focusing on clear communication, and investing in staff and infrastructure, the school is better positioned to meet the needs of its diverse independent study community. These strategic shifts ensure that resources are used effectively, and that all students and families are supported in a safe and responsive learning environment.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:
-Metric 4.2 improve how teachers communicate with families.
-Action 4.1, 4.2, and 4.3 have been modified to reflect LREBG funding

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Responsiveness to Needs	Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: -Implement a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement -Support the maintenance, or update, to communication platforms, information management systems, survey systems, etc. to ensure they meet evolving needs of the school community -Invest in technology infrastructure and training to ensure systems meet current needs.	$59,575.00	No

Action #	Title	Description	Total Funds	Contributing
		-Aglin with District Strategic Plan and implement surveys from outside agencies such as Studer Education to establish a model of continuous improvement to positively impact staff, students and the overall organization. This action primarily targets low-income students, foster youth and their caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and families to identify areas for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community. LREBG: Expand staff feedback and engagement efforts by improving survey tools, hosting staff listening sessions, and providing training focused on communication and morale. LREBG funds supporting this action include $1,500 through the 2025-2026 academic year with the remaining balance of $3,500 to be spent in the 2026-2027 and 2027-2028 fiscal years. Metric: • PUSD/Studer Parent/Caregiver Experience Survey • PUSD/Sudoer Employee Experience Survey		
4.2	Safe and Clean Environments	Provide safe and clean environments for teaching, learning and community engagement in our facilities and on our grounds: -Support the regular maintenance of Butterfield Charter School facilities and grounds to ensure they meet health and safety standards -Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc. -Incorporate, or expand, safety-related initiatives such as increased	$398,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		placement of AED's This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population. LREBG: Expand campus safety measures through the purchase of safety equipment such as AEDs, facility upgrades, and safety training for staff and students to support a secure learning environment. LREBG funds supporting this action include $2,500 through the 2025-2026 academic year with the remaining balance of $7,500 to be spent in the 2026-2027 and 2027-2028 fiscal years. Metric: • Panorama Education Survey (student), PUSD/Studer Parent & Caregiver Experience Survey & PUSD/Studer Employee Experience Survey (parents & staff) survey items on safety • FIT report		
4.3	Aligning Resources	Create and sustain processes to align resources to achieve efficiency and positive impact for the Butterfield Charter community: -Maintain technology devices, upgrade software, & online platforms (Edgenuity, etc.) -Improving inventorying of resources using platforms such as Follett -Develop system for Tier 3 interventions (MTSS, CARE referrals, etc.) -Training (for staff, students and families) related to departments such as compensatory education, Hazel Health/Heart, special education/student services, etc. This action focuses on systems-type components of the organization,	$22,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more efficient educational environment for the broader student population. LREBG: Improve technology systems and resource tracking by upgrading software platforms, providing staff training on tools such as Edgenuity and Follett, and strengthening the monitoring of student support services like MTSS. LREBG funds supporting this action include $2,500 through the 2025-2026 academic year with the remaining balance of $7,500 to be spent in the 2026-2027 and 2027-2028 fiscal years. Metric: • Follet Inventory System -MTSS interventions		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,248,658	$$258,866

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
41.436%	6.393%	$339,170.29	47.829%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Fostering Excellence in Learning **Need:** -Increase offerings (courses, classes, etc.) that include: academics, arts, and activities K-12 -Support staffing to support students performing at lower levels -Provide academic interventions focused on increasing ELA, Mathematics and Language	This action primarily focused on low income, English learners and Foster Youth students in that these students typically benefit from these supports. However, student groups performing at the lowest level on the Dashboard would also benefit.	Metrics: -CAASPP in ELA & Mathematics -Graduation Rate

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
	Development through our Study Skills, Academic Center & Math Tutorials -Support under-performing student groups such as Foster Youth **Scope:** Schoolwide		
1.2	**Action:** Ensuring Social-Emotional Wellness **Need:** -Provide resources (staffing, CSIS, programs, referrals, etc.) to support and address social-emotional learning and mental health needs of all students -Imporve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems (MTSS, etc.) -Fiscally support counselors, student services, and administration as they support unduplicated pupils in monitoring student lerning, assessment, provide counseling, social emotional learning support, parental education, and ensure that teachers use highly effective instructional practices in the classroom. **Scope:** Schoolwide	This initiative is designed primarily to benefit low-income students. English learners, and Foster Youth, as they typically are in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support.	-Panorama survey focused on the Sense of Belonging and Teacher-Student Relationships

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Expanding College and Career Readiness **Need:** -Improve two-way communication between Butterfield Charter School, families, and community -Develop workshops and partnerships with the community related to real world experiences (financial literacy, Trades Day-@ TCOE, etc) that are available for students and families -Expose prioritizing students who are from low income families, foster youth and English learners to College & Career opportunities (Activities, fieldtrips, dual enrollment, etc.) **Scope:** Schoolwide	This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, these student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths.	Metrics: -Concurrent enrollment -College & Career Indicators
1.6	**Action:** Improving Graduation Rates and College & Career Indicators (low performance) **Need:** -Butterfield (Red for All, English Learner, Low Income, Hispanic, White) **Scope:**	This action is focused on improving graduation rates, primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. By providing tailored support and resources, the initiative aims to help these students stay on track to earn their diplomas. This focus on improving graduation rates also extends to other student groups performing at the lowest level on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metrics: -Graduation Rate -College & Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	**Action:** Improving Mathematics Distance from Standard **Need:** All: 198.4points below standard Hispanic: 198.9 points below standard SED: 203.3 points below standard **Scope:** Schoolwide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metric: -CAASPP Math distance from standard
1.8	**Action:** Improving ELA Distance from Standard **Need:** All:85.5 points below standard Hispanic: 86.3 points below standard SED: 91.9 points below standard **Scope:** Schoolwide	This action is focused on improving outcomes primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. This focus also extends to other student groups performing at the lowest two levels on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success.	Metrics: -CAASPP ELA distance from standard
2.2	**Action:** Fostering Relationships **Need:** -Implement identified advisory group initiatives that foster shared understanding and investment in PUSD strategic plan and goals	This action is designed to improve tow-way communication with parents and families focusing primairly on low-income students, English learners, and foster youth, as these groups oftren encounter challenges in accessing school-related information and support. By enhancing communication channels and fotersing engagement, the initiative aims to bridge gaps and	Metrics: -Chronic Absenteeism -Attendance -Studer Parent/Caregiver 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
	-Implement programs and workshops (e.g. FASFA, Finacial Literacy, College & Career Readiness) designed to empower parents and community & increase participation **Scope:** Schoolwide	strengthen connections between schools and families. This effort to improve communication also benefits other student grouups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment.	
3.1	**Action:** Staff Recruitment and Retention **Need:** -Develop on-boarding process and support new staff -Develop staff recognition and regular positive feedback to retain high-quality staff and maintain a supportive work environment **Scope:** Schoolwide	Butterfield Charter School is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups	Metric: -Staff Vacancies -Clear FTE
3.2	**Action:** Professional Development and Advancement **Need:** -Support teachers in learning and implementation of California Standards, and ELD, with the support of District Instructional Coaches and Administration -Develop a structured professional development program focused on the varying needs of staff	The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels.	Metric: -Professional Development Opportunities

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
	-Support participation in both internal and external growth opportunities: workshops, seminars, conferences, etc. -Integrate employee performance evaluation and feedback sessions through rounding, etc. -Support collaboration and planning time including early release days for school-related matters. **Scope:** Schoolwide		
3.3	**Action:** Employee Well-being and Safety **Need:** -Ensure a safe working environment by adhering to health and safety standards **Scope:** Schoolwide	Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population	Metric: -PUSD/Studer Employee Experience Survey
4.2	**Action:** Safe and Clean Environments **Need:** -Support the regular maintenance of Butterfield Charter School facilities and grounds to ensure they meet health and safety standards -Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc.	This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population.	Metric: • Panorama Education Survey (student), PUSD/Studer Parent & Caregiver Experience Survey & PUSD/Studer Employee Experience

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
	-Incorporate, or expand, safety-related initiatives such as increased placement of AED's **Scope:** Schoolwide		Survey (parents & staff) survey items on safety • FIT report
4.3	**Action:** Aligning Resources **Need:** -Maintain technology devices, upgrade software, & online platforms (Edgenuity, etc.) -Improving inventorying of resources using platforms such as Follett -Develop system for Tier 3 interventions (MTSS, CARE referrals, etc.) -Training (for staff, students and families) related to departments such as compensatory education, Hazel Health/Heart, special education/student services, etc. **Scope:** Schoolwide	This action focuses on systems-type components of the organization, improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more efficient educational environment for the broader student population.	Metric: • Follet Inventory System -MTSS interventions

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Language Acquistion Program **Need:** -Provide teachers and students access to translation features on platforms such as Edgenuity to assist with English language development. -Support teachers and students to access lesson in Ellevation to support English language development -Provide staff with professional development to understand ELD standards and proficiency levels -Provide resources such as platforms, and teacher support to English language acquistion **Scope:** Limited to Unduplicated Student Group(s)	This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the California School Dashboard, fostering a broader sense of language acquisition and opportunities.	Metrics: -English Learner Progress -CAASPP Distance from Standard in ELA for English Learners
1.5	**Action:** Long Term English Learner Language Acquisition Program **Need:** -Support Butterfield staff to provide opportunities for LTELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of short	This action aims to expand English language acquisition, with a primary focus English learners who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, thes student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups perfroming at the lowest level on the	Metrics: • English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	constructed responses and performance task like writing prompts -Support Butterfield staff to provide opportunities for LTELs to develop speaking skills through public performance and presentation. **Scope:** Limited to Unduplicated Student Group(s)	California School Dashboard, fostering a broader sense of language acquisition and opportunities	Standard in ELA for the LTEL studentgroup
3.4	**Action:** Professional Development to Support English Learners **Need:** • Employ dedicated staff to increase staff capacity in supporting the academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners; understanding of Designated and Integrated Instruction • Partner with PUSD District ELD Coaches and consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. **Scope:**	This action is focused on improving instructional practice by addressing challenges specific to the English Learner student group specifically. Improved instruction is anticipated to positively impact student outcomes for this group.	Metric: • Staff Development Session Survey

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)		
3.5	**Action:** Professional Development to Support Long Term English Learners **Need:** -Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (2024-2025 ELD Teacher; 2025-2026 ELD Teacher + Academic Support Teachers, 2026-2024 ELD Teacher, Academic Support & Gen Ed teachers grades 6-12) -Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. -Flashlight 360 for LTEL **Scope:** Limited to Unduplicated Student Group(s)	This action is focused on improving instructional practice by addressing challenges specific to the Long Term English Learner student group specifically. Improved instruction is anticipated to positively impact student outcomes for this group.	Metric: Staff training to support LTEL students rollout

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.

NA

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.

Butterfield Charter has an Unduplicated student concentrations of greater than 55 percent. The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through new positions, and other identified positions which provide direct services to Unduplicated Pupils that will be maintained as they were previously funded by sunsetting funds. Butterfield is utilizing the additional Concentration Add-on grant funds to maintain these existing district positions of personnel providing direct services to students at sites with an Unduplicated Pupil population of over 55%. If Butterfield does not utilize these funds in this manner, the positions would be eliminated (due to the exhaustion of the expiring funding sources) and the staff to student ratio would increase (i.e., there would be fewer staff to serve 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	NA	1:32
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:25 (NCES)

2025-26 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	$5,426,886	$2,248,658	41.436%	6.393%	47.829%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,486,489.00	$94,626.00	$0.00	$60,535.00	$2,641,650.00	$2,287,348.00	$354,302.00

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	Fostering Excellence in Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$509,837.00	$23,867.00	$520,454.00	$13,250.00			$533,704.00	
1	1.2	Ensuring Social-Emotional Wellness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$535,165.00	$0.00	$535,165.00				$535,165.00	
1	1.3	Expanding College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 6-12		$64,571.00	$16,500.00	$64,571.00	$16,500.00			$81,071.00	
1	1.4	English Learner Language Acquistion Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter K--12		$0.00	$30,000.00	$10,000.00	$20,000.00			$30,000.00	
1	1.5	Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Improving Graduation Rates and College & Career Indicators (low performance)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 9-12		$105,286.00	$5,500.00	$105,286.00	$5,500.00			$110,786.00	

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	1.7	Improving Mathematics Distance from Standard	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8,11		$145,994.00	$5,000.00	$145,994.00	$5,000.00			$150,994.00	
1	1.8	Improving ELA Distance from Standard	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8, 11		$301,170.00	$0.00	$301,170.00				$301,170.00	
2	2.1	Improving Two-way Communication	All	No			All Schools		$0.00	$1,230.00				$1,230.00	$1,230.00	
2	2.2	Fostering Relationships	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$0.00	$11,688.00	$2,500.00	$9,188.00			$11,688.00	
2	2.3	Building Community Partnerships	All	No			All Schools		$0.00	$1,230.00				$1,230.00	$1,230.00	
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12		$288,283.00	$9,500.00	$288,283.00	$9,500.00			$297,783.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12		$0.00	$19,313.00	$10,125.00	$9,188.00			$19,313.00	
3	3.4	Professional Development to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter School 6-12		$0.00	$39,120.00	$39,120.00				$39,120.00	
3	3.5	Professional Development to Support Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: Butterfield Charter		$0.00	$37,500.00	$37,500.00				$37,500.00	

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
					Group(s)		6-12									
4	**4.1**	Responsiveness to Needs	All	No			All Schools		$0.00	$59,575.00		$1,500.00		$58,075.00	$59,575.00	
4	**4.2**	Safe and Clean Environments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$337,042.00	$61,000.00	$395,542.00	$2,500.00			$398,042.00	
4	**4.3**	Aligning Resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12		$0.00	$22,279.00	$19,779.00	$2,500.00			$22,279.00	

2025-26 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
$5,426,886	$2,248,658	41.436%	6.393%	47.829%	$2,486,489.00	0.000%	45.818 %	**Total:**	$2,486,489.00
								LEA-wide Total:	$0.00
								Limited Total:	$96,620.00
								Schoolwide Total:	$2,389,869.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Fostering Excellence in Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$520,454.00	
1	**1.2**	Ensuring Social-Emotional Wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$535,165.00	
1	**1.3**	Expanding College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 6-12	$64,571.00	
1	**1.4**	English Learner Language Acquistion Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter K--12	$10,000.00	
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12	$10,000.00	
1	**1.6**	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 9-12	$105,286.00	

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	1.7	Improving Mathematics Distance from Standard	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8,11	$145,994.00	
1	1.8	Improving ELA Distance from Standard	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter 3-8, 11	$301,170.00	
2	2.2	Fostering Relationships	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$2,500.00	
3	3.1	Staff Recruitment and Retention	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
3	3.2	Professional Development and Advancement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12	$288,283.00	
3	3.3	Employee Well-being and Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter School K-12	$10,125.00	
3	3.4	Professional Development to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter School 6-12	$39,120.00	
3	3.5	Professional Development to Support Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Butterfield Charter 6-12	$37,500.00	
4	4.2	Safe and Clean Environments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$395,542.00	
4	4.3	Aligning Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Butterfield Charter K-12	$19,779.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,200,455.00	$1,879,293.00

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**	Fostering Excellence in Learning	Yes	$311,310.00	$233,608
1	**1.2**	Ensuring Social-Emotional Wellness	Yes	$263,182.00	$362,220
1	**1.3**	Expanding College and Career Readiness	Yes	$64,571.00	$69,632
1	**1.4**	English Learner Language Acquistion Program	Yes	$22,769.00	$261
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	$22,769.00	$261
1	**1.6**	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	$115,639.00	$58,798
1	**1.7**	Improving Mathematics Distance from Standard	Yes	$142,442.00	$145,994
1	**1.8**	Improving ELA Distance from Standard	Yes	$865,692.00	$422,186
2	**2.1**	Improving Two-way Communication	No	$1,735.00	$0.00
2	**2.2**	Fostering Relationships	Yes	$2,500.00	$0.00

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)
2	2.3	Building Community Partnerships	No	$1,934.00	$0.00
3	3.1	Staff Recruitment and Retention	Yes	$1,000.00	$1,414
3	3.2	Professional Development and Advancement	Yes	$288,761.00	$284,022
3	3.3	Employee Well-being and Safety	Yes	$4,250.00	$6,979
3	3.4	Professional Development to Support English Learners	Yes	$820.00	$1,414
3	3.5	Professional Development to Support Long Term English Learners	Yes	$800.00	$0.00
4	4.1	Responsiveness to Needs	No	$11,178.00	$0.00
4	4.2	Safe and Clean Environments	Yes	$63,728.00	$291,291
4	4.3	Aligning Resources	Yes	$15,375.00	$1,213

2024-25 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)
$2,178,675	$2,185,608.00	$1,879,293.00	$306,315.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Fostering Excellence in Learning	Yes	$311,310.00	$233,608		
1	1.2	Ensuring Social-Emotional Wellness	Yes	$263,182.00	$362,220		
1	1.3	Expanding College and Career Readiness	Yes	$64,571.00	$69,632		
1	1.4	English Learner Language Acquistion Program	Yes	$22,769.00	$261		
1	1.5	Long Term English Learner Language Acquisition Program	Yes	$22,769.00	$261		
1	1.6	Improving Graduation Rates and College & Career Indicators (low performance)	Yes	$115,639.00	$58,798		
1	1.7	Improving Mathematics Distance from Standard	Yes	$142,442.00	$145,994		
1	1.8	Improving ELA Distance from Standard	Yes	$865,692.00	$422,186		
2	2.2	Fostering Relationships	Yes	$2,500.00	$0.00		
3	3.1	Staff Recruitment and Retention	Yes	$1,000.00	$1,414		
3	3.2	Professional Development and Advancement	Yes	$288,761.00	$284,022		
3	3.3	Employee Well-being and Safety	Yes	$4,250.00	$6,979		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Professional Development to Support English Learners	Yes	$820.00	$1,414		
3	**3.5**	Professional Development to Support Long Term English Learners	Yes	$800.00	$0.00		
4	**4.2**	Safe and Clean Environments	Yes	$63,728.00	$291,291		
4	**4.3**	Aligning Resources	Yes	$15,375.00	$1,213		

2024-25 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)
$5,305,106	$2,178,675	.750%	41.818%	$1,879,293.00	0.000%	35.424%	$339,170.29	6.393%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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